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ABSTRACT

This manual is a guide to an interactive training program designed to address key skills necessary in today's high performance workplace. This module is intended to meet the learning needs of production workers by focusing on improving basic skills in English as a second language. Throughout the module's 24 lessons, which can be used to create a 36-hour training program, students are given many opportunities to practice newly developed skills such as the following: finding the correct information; identifying how to communicate and cooperate effectively in a group; reporting job-related information; locating the main idea in a paragraph; finding important facts and details; understanding sequence of events; understanding the importance of completely reading directions before beginning a task; understanding and properly using ordering words; accurately recounting step-by-step directions; using expressions to help request, give, and clarify directions; using chronological order to write step-by-step directions; utilizing correct prepositions while following directions; filling out forms correctly; and measuring return on investment for training. The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that contains two lessons on improving basic skills. (MN)

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English as a Second Language

Improving Basic Skills

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▼ An Introduction

English as a Second Language:

Improving Basic Skills offers a work-centered approach to ESL training. The module offers many opportunities to practice such newly developed skills such as finding the right information, identifying how to communicate and cooperate effectively in a group, reporting job-related information, locating the main idea in a paragraph, finding important facts and details, understanding sequence of events, understanding the importance of completely reading directions before beginning a task, understanding and properly using ordering words, accurately recounting step-by-step directions, using expressions to help request, give and clarify directions, using chronological order to write step-by-step directions, utilizing correct prepositions while following directions, filling out forms correctly, and measuring Return on Investment for training.

English as a Second Language:

Improving Basic Skills is fully customizable. The twenty four lessons can be used to create a 36 hour training program, or can be mixed and matched to design a program tailored for your individual needs.

Module 4 Materials

Materials	**Lesson#**
Pencils	All
Transparency pens	All
Flip chart markers	All
Books and/or Magazines (at least 1 per person)	All
Blank transparencies	3
Notebook Paper	All
8.5 x 11 Card Stock Paper (1 per person)	1
Polaroid Film	1
Binders	1
Glue	1
Marker Pens	1
Dictionaries (1 per person)	4
Small Notebooks (for personal glossaries)	4
Masking Tape	5
Juan & Lucy (1 set for the classroom)	6,7,8,9,10,11
(by Tana Reiff, Fearon/Janus, a division of Simon & Schuster Supplementary Education Corp., 1979	
Cathy Cards	
(Alta Book Center Publishers, San Francisco, Ca. Phone: (415) 692-1285; Fax: (415) 692-4654)	7,9
Dictation Pairs Cards	8
Candy	10,11
Scissors	10,11
Playing Cards	17
Pictures demonstrating prepositions	18
Wandering through the Workplace Game	18
Dice (one per group)	18
Candy in bags of six pieces each	19
Company Forms	21,22

Equipment	**Lesson#**
Overhead projector	All
Flip chart/Whiteboard	All
Polaroid Camera	1

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English as a Second Language

Improving Basic Skills

Lesson 1
Getting to Know Each Other

Lesson Description

Lesson Purpose:

To help employees feel comfortable in the class and get to know each other and the instructor better.

The first class will consist of two warm up exercises. The first is to get to know the other people in the class better and begin speaking to each other in English. The second is to create name tents and begin using their written skills as well. The class will also introduce the on-going activity of sustained silent reading and journal writing.

Objectives

By completing this lesson, students will be able to:

1. **Recognize** other people in the class.
2. **Understand** what the training program is about.

Materials Needed

Hardware

1. Overhead projector and screen
2. Blank transparencies, flip chart, or whiteboard
3. Transparency pens or flip chart markers
4. Polaroid Camera and film
5. Pens
6. 8 1/2 x 11 Card Stock paper *(1 per person)*
7. Glue
8. Marker pens
9. Personal journals filled with notebook paper

Transparencies

"Bingo Game" (Transparency 1)

Handouts

"Bingo Game" (Handout 1)

Classroom Set-up

Total Time: 90 minutes

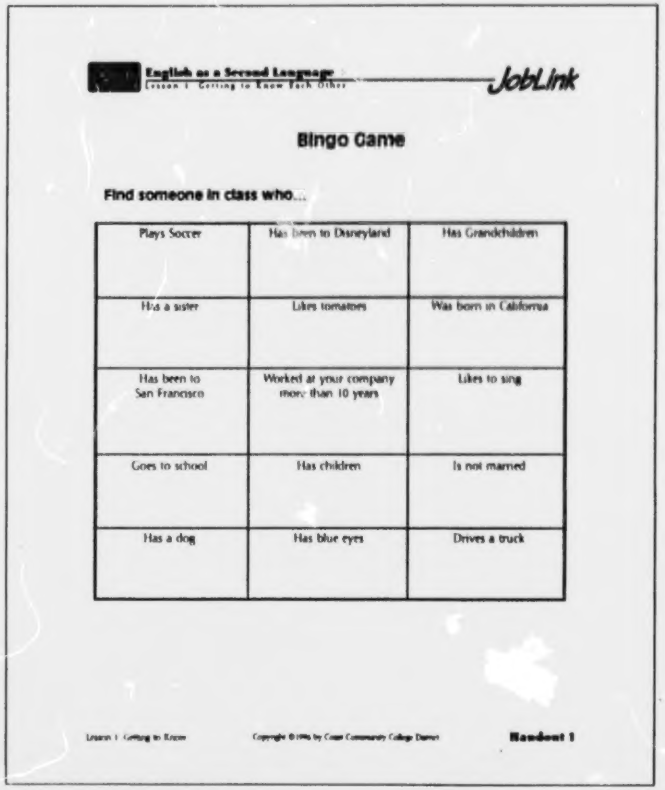
Opening- Large Group	10 min.
First Activity- Large Group	25 min.
Second Activity- Individual	25 min.
Third Activity- Individual	25 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

Activities

Opening: 10 Minutes

1. **Welcome** students and **Introduce** self.
2. **Explain** what the students can expect of the classes over the next couple of months.
3. **Tell** the students how lucky they are to work for a company like *(insert company name)* that sends them to training on company time!



English as a Second Language
Lesson 1: Getting to Know Each Other
JobLink

Bingo Game

Find someone in class who...

Plays Soccer	Has been to Disneyland	Has Grandchildren
Has a sister	Likes tomatoes	Was born in California
Has been to San Francisco	Worked at your company more than 10 years	Likes to sing
Goes to school	Has children	Is not married
Has a dog	Has blue eyes	Drives a truck

Lesson 1: Getting to Know   Copyright ©1996 by Coast Community College District   **Handout 1**

Handout 1, Transparency 1

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Activities

First Activity: 25 Minutes

1. **Explain** that they are going to get to know each other since they will be together for the next couple of months.

(H-1, T-1) Handout Transparency

2. **Distribute** and **project** "Bingo Game."

3. **Tell** the students that they are going to move around the room until they find someone who fits the description shown in one of the boxes on the Bingo Game card. Then they should ask that person to sign their name in the appropriate place on the Bingo Game card. They should continue to do this until they have all the boxes signed. Only one person can sign per box per card.

   (For example: Wendi can sign the box "Been to Disneyland" for Jorge. Even though she has 2 children she cannot sign the "Has 2 children" box for Jorge because she has already signed another one of his boxes. However, she can sign the box "Has 2 children" for Maria, if that is the only box she has signed on Maria's card.)

4. Make sure the students understand the rules of the game.

5. Give the students approximately 10 minutes to fill their Bingo cards. **Tell** the students to sit down when they filled their Bingo card.

6. **Ask** the students, "Who plays soccer?" "Who has been to Disneyland?", etc.

7. **Explain** that now that we know each other a little better everyone should feel more comfortable

Activities

Second Activity: 25 Minutes

Tent Making

1. **Handout** 1 piece of card stock paper to each student.

2. **Explain** that they will be making name tents. *(Show an example)* **Explain** to the students that you will be taking their picture, and they will be gluing it to their name tent.

3. **Explain** that each tent should have on the front:
   - Name of student
   - Students picture

   On the back:
      What they want to learn in class.

4. Make sure there are pens and glue available to the students.

5. Take pictures of students. Have the students glue the pictures to the front of their name tents with their names.

Activities

Third Activity: 25 Minutes

Sustained Silent Reading and Writing

1. **Explain** to the students that they will be spending 10 minutes during each class reading and 10 minutes writing.
2. Point out that is 400 minutes of reading and writing just during the class!
3. **Explain** that usually they will read and write at the beginning of the class.
4. **Show** the students the library and handout personal journals. Have each student pick one thing to read.
5. Give the students 10 minutes to read and 10 minutes to write.
6. **Explain** that this time we will be collecting the writing sample for later comparison. **Explain** that you will be making a copy and giving them back their original. No one at *(insert company name)* will see the writing samples.
7. Make copies of the writing samples. Give students the original back.

Activities

Ending: 5 Minutes

1. **Thank** the students and **welcome** them back for the next class.
2. **Say** good-bye.

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English as a Second Language

Improving Basic Skills

Lesson 2
What Makes Effective Greetings and Small Talk

Lesson Description

Much of being successful in conversation is the ability to make small talk. This lesson covers some basic tips and techniques in how to make small talk with someone in English.

Objectives

By completing this lesson, students will be able to:

1. **Greet** someone they do not know and talk small talk with that person in order to get acquainted.
2. **Participate** in a small talk dialogue and give their own appropriate responses to the questions.
3. **Practice** greeting at least one new person every day for a week.

Materials Needed

Hardware

1. Overhead projector and screen
2. Blank Transparencies, flip chart or whiteboard
3. Transparency pens or flip chart markers
4. Pens
5. Name tents

Transparency

"Small Talk" (Transparency 2)

Handouts

"Small Talk" (Handout 2)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	20 min.
First Activity- Large Group	15 min.
Second Activity- Large/Pairs	40 min.
Third Activity- Large Group	10 min.
Ending- Large Group	5 min.

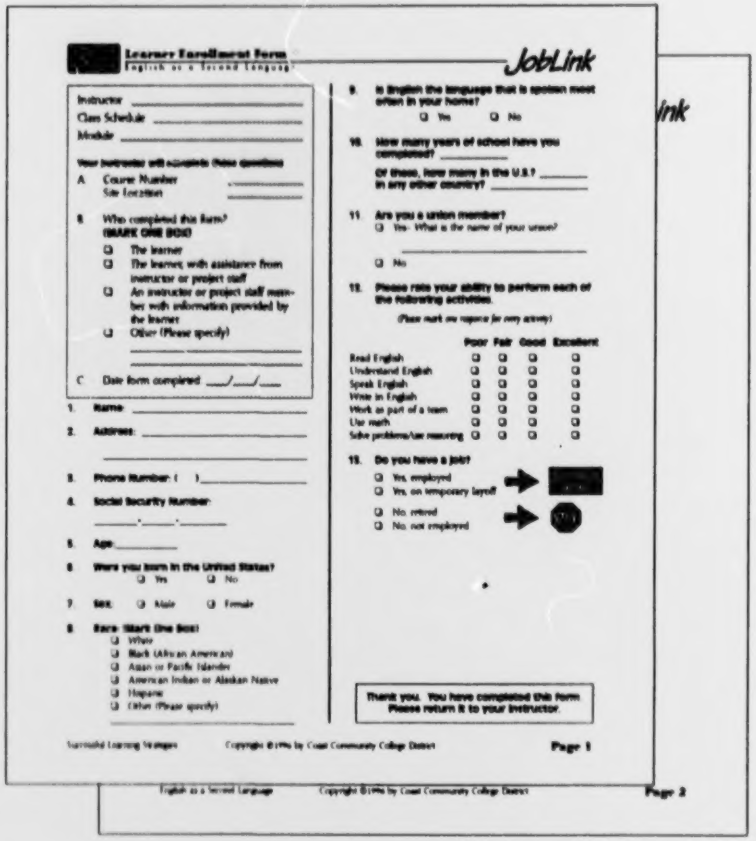
Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

Activities

Opening: 20 Minutes

1. **Welcome** students as they walk in. Have each student find their name tent and put it in front of them.

2. Have each student find their notebooks and choose a book or magazine for 10 minutes of sustained silent reading.
3. Have each student **read** to themselves for 10 minutes.
4. Have each student **write** for 10 minutes in their journal section of their notebook.
5. **Explain** that at the beginning of each class the students should come in and get their notebooks and choose a book for 10 minutes of reading and 10 minutes of writing.



Learner Enrollment Form
English as a Second Language
JobLink

Instructor ____________
Class Schedule ____________
Module ____________

Your instructor will complete these questions

A Course Number ______
Site Location ______

B Who completed this form?
(MARK ONE BOX)
- ☐ The learner
- ☐ The learner, with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (Please specify) ____________

C Date form completed ___/___/___

1. **Name:** ____________
2. **Address:** ____________
3. **Phone Number:** (   )____________
4. **Social Security Number:** ____-____-____
5. **Age:** ______
6. **Were you born in the United States?** ☐ Yes ☐ No
7. **Sex:** ☐ Male ☐ Female
8. **Race: Mark One Box**
   - ☐ White
   - ☐ Black (African American)
   - ☐ Asian or Pacific Islander
   - ☐ American Indian or Alaskan Native
   - ☐ Hispanic
   - ☐ Other (Please specify) ____________
9. **Is English the language that is spoken most often in your home?** ☐ Yes ☐ No
10. **How many years of school have you completed?** ______
    Of these, how many in the U.S.? ______
    In any other country? ______
11. **Are you a union member?**
    - ☐ Yes- What is the name of your union? ____________
    - ☐ No
12. **Please rate your ability to perform each of the following activities.**
    (Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

13. **Do you have a job?**
    - ☐ Yes, employed
    - ☐ Yes, on temporary layoff
    - ☐ No, retired
    - ☐ No, not employed

Thank you. You have completed this form. Please return it to your instructor.

Successful Learning Strategies   Copyright ©1996 by Coast Community College District   **Page 1**

English as a Second Language   Copyright ©1996 by Coast Community College District   **Page 2**

Form

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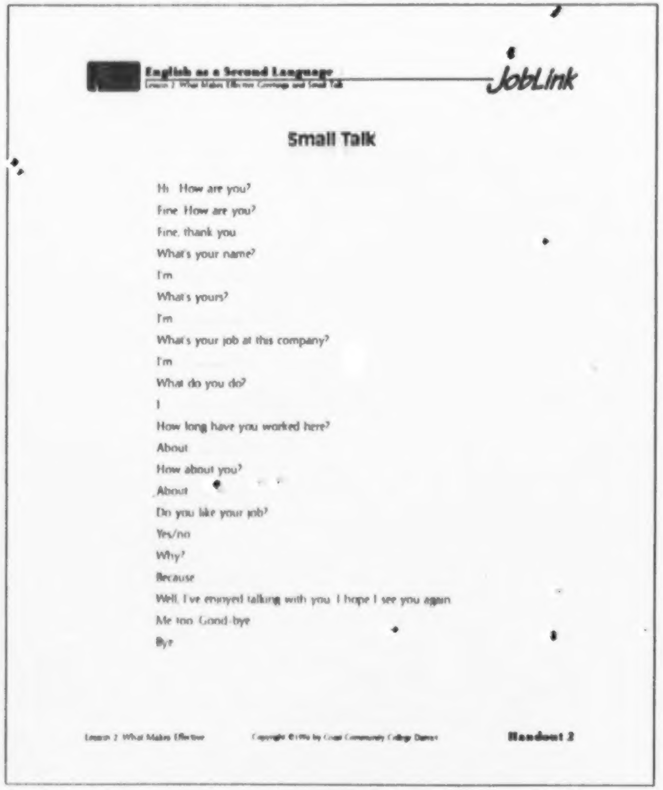
Activities

First Activity: 15 Minutes

1. **Explain** to students that there are some forms each person has to fill out.
2. **Distribute** the "Learner Enrollment Forms".
3. Help the students fill out the information.
4. **Tell** the students to check that the information that is filled out is correct.
5. **Explain** that they grey box at the top of the page will be filled out by you.
6. Help the student fill out the remainder of the questions on the form. The entire form should be filled out except for the grey box which will be filled out by the instructor after class.
7. **Collect** the forms.

INSTRUCTORS: Forms need to be turned in to your company.



English as a Second Language
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Small Talk

Hi. How are you?
Fine. How are you?
Fine, thank you.
What's your name?
I'm
What's yours?
I'm
What's your job at this company?
I'm
What do you do?
I
How long have you worked here?
About
How about you?
About
Do you like your job?
Yes/no
Why?
Because
Well, I've enjoyed talking with you. I hope I see you again.
Me too. Good-bye
Bye

Handout 2

Handout 2, Transparency 2

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Activities

Second Activity: 40 Minutes

(H-2, T-2) Handout Transparency

1. **Explain** to students that the teacher will read and model a dialogue showing how to greet and make small talk with someone new.
2. **Ask** a student to participate with the teacher in order to model the small talk dialogue.
3. **Have** students work with a neighbor to practice the dialogue, each partner taking first one part and then the other part.
4. **Have** students trade two or more times and practice with two or more new partners taking one part and then the other.
5. **Have** students regroup as a class and **discuss** how they did and **ask** any questions they might have.

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Activities

Third Activity: 10 Minutes

1. **Hand out** a poem, we recommend, "What's in the Sack?", by Shel Silverstein, and **discuss** the questions and greetings in the poem and the poem's meaning.

Activities

Ending: 5 Minutes

1. **Ask** students to practice a greeting and perhaps some small talk with at least one person a day during the next week. Be prepared to report to the class about this next time.
2. **Say** good-bye.

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English as a Second Language

Improving Basic Skills

Lesson 3
ESL at Work

Lesson Description

This lesson follows up on the "small talk" activity that was modeled and practiced in pairs in the previous workshop.

To begin, the teacher will **discuss** with the students their homework assignment from the previous lesson. Who has greeted someone new? How did it go? Did the person respond? Did you have a conversation?

Objectives

By completing this lesson, students will be able to:

1. **Identify** the advantages of knowing how to make small talk with others.
2. **Identify** how to communicate and cooperate effectively in a group.
3. **Identify** how to create a dialogue and use it to make conversation with someone new.

Materials Needed

Hardware

1. Overhead projector
2. Flip chart
3. Pens/Pencils

Forms

"ROI Survey"(See Supervisor - Lesson 2)

Transparencies

"Group Activity on Small Talk"
(Transparency 3)

Handouts

"Group Activity on Small Talk" (Handout 3)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	35 min.
First Activity- Small Groups	35 min.
Second Activity- Large Group	15 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

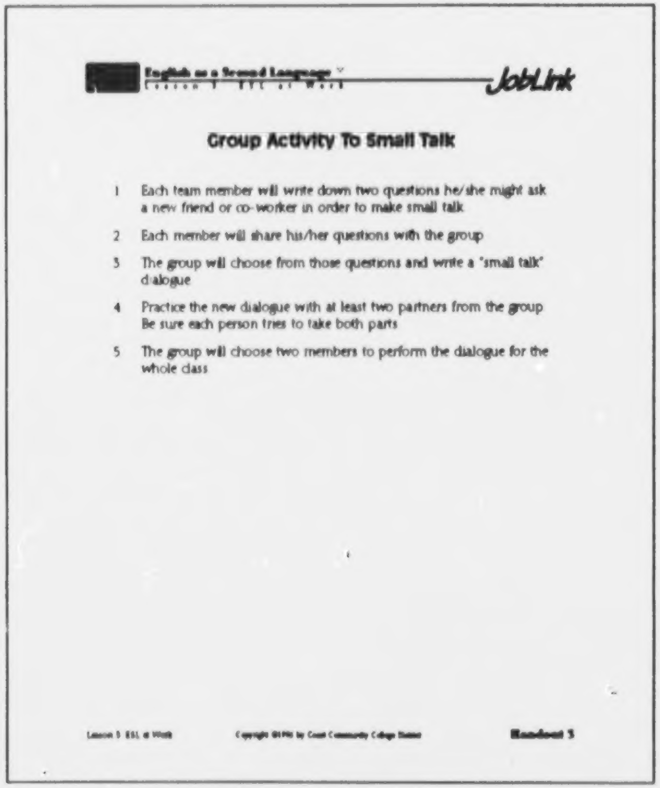
Activities

Opening: 35 Minutes

1. Have students sign in and get name tags.
2. **Welcome** students. Talk about how well their greeting others at work/neighborhoods is going. Are they having success?

3. **Ask** students to read for 10 minutes, and then write in their journals for ten minutes.

4. **Distribute** "ROI Survey" to each student (See Supervisor Module - Lesson 2 for directions on how to create an ROI survey.). **Explain** how to fill out form. Use "ROI Survey example transparency if necessary.
5. **Collect** "ROI Survey" and return them to your company.



Group Activity To Small Talk

1 Each team member will write down two questions he/she might ask a new friend or co-worker in order to make small talk

2 Each member will share his/her questions with the group

3 The group will choose from those questions and write a "small talk" dialogue

4 Practice the new dialogue with at least two partners from the group Be sure each person tries to take both parts

5 The group will choose two members to perform the dialogue for the whole class

Handout 3, Transparency 3

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Activities

First Activity: 35 Minutes

1. **Ask** two students to read last meeting's "Small Talk" dialogue in front of the class for review.
2. **Explain** to the students that they will participate on a team, and the team members are to form some questions that they would like to ask others and then they will create their own small talk dialogue using some of those questions.

(H-3, T-3) Handout Transparency

3. **Project** transparency and **distribute** "Group Activity on Small Talk".
4. The teacher and class will **discuss** one or two questions one might ask his/her co-workers in a small talk conversation.
5. Teacher will form groups of 4-6 students and hand out a piece of paper and pencil to each.
6. Each member should write two questions he/she would like to know about a fellow worker.
7. Group will reform, **discuss** each other's questions, and now form their own small talk dialogue using some or all of these questions.
8. Members will practice the finished dialogue in pairs.
9. **Choose** two group members to perform the dialogue before the class.

Activities

Second Activity: 15 Minutes

1. Have each pair perform its dialogue.
2. **Discuss** how each went.
3. **Choose** a favorite dialogue and **discuss** why the class liked it.

Activities

Ending: 5 Minutes

1. **Ask** students, "Do you know how to 'break the ice' with someone new and get to know him/her by making small talk?"
2. **Ask** class if they feel they can work cooperatively with others on a team?
3. **Remind** class to keep on greeting at least one new person a day.
4. **Thank** the class and **say** good-bye.

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English as a Second Language

Improving Basic Skills

Lesson 4
Word Power- Keeping the Information You Need (Part 1)

Lesson Description

Lesson Purpose:

To help employees create their own personal glossaries and use their glossaries *(and their new dictionaries)* on the job.

This lesson emphasizes the need for employees to collect and carry valuable workplace information. One key source of valuable information will be the new glossaries employees will develop. Employees will be encouraged to develop their own glossaries and to take notes, a skill often associated with higher-level workers. Leads and supervisors will be urged to take notes, a skill often associated with higher-level workers. Leads and supervisors will be urged to encourage employees to maintain their personal glossaries and their dictionaries on the job.

Objectives

By completing this lesson, students will be able to:

1. **Create** and use a personal glossary.
2. **Identify, define,** and **spell** industry specific vocabulary.
3. **Identify** the benefits of maintaining and using a glossary.
4. Use a pocket dictionary to help them **define** and spell words.

Materials Needed

Hardware

1. Overhead projector and screen
2. Blank transparencies, flip chart or whiteboard
3. Transparency pens or flip chart markers
4. Dictionaries (one for each student)
5. Notebook paper
6. Personal glossaries/small notebooks
7. Name tents

Handouts

"Work Words" (Handout 4)

Classroom Set-up

Total Time: 90 minutes

Opening- Large/Individual	25 min.
First Activity- Large Group	20 min.
Second Activity- Large Group	30 min.
Ending- Large Group	15 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

Activities

Opening: 25 Minutes

1. Sustained Silent Reading for 10 minutes.
2. Journal writing for 10 minutes.
3. **Ask,** "What were some greetings you used since the last class? What were some greetings you heard since the last class?"
4. **Ask,** "What slang did you hear? Did you understand any of it?"

Activities

First Activity: 20 Minutes

1. **Lay out** notebook paper and pens on tables.
2. **Dictate** the following questions and **ask** students to write only the answers.
    a. "What is the name of your company?"
    b. "What is the address of your company?"
    c. "What is your position or job title?"
    d. "What is your lead's first name and last name?"
    e. "What is your supervisor's first name and last name?"
    f. "What is your plant manager's name?"
    g. "What is the name of your company's Chief Executive Officer (CEO) or President?

Activities

First Activity: (continued)

3. **Ask** students to check with a partner to see if they agree on spellings. Spot-check student answers and quickly review the answers with the students. **Write** correct answers on a transparency or whiteboard.

4. **Ask** students the following questions and then discuss their answers.
    a. "Why do you think I asked you these questions?"
    b. "Is this information important?"
    c. "Is it important you know how to spell these words? Why?"

5. **Distribute** small notebooks. Be sure to emphasize the value of their new personal glossaries! *(To write down new words, to write information down so may can ask questions later, to write down words that they use often.)* They now have their own notebooks in which they can write down important job information.

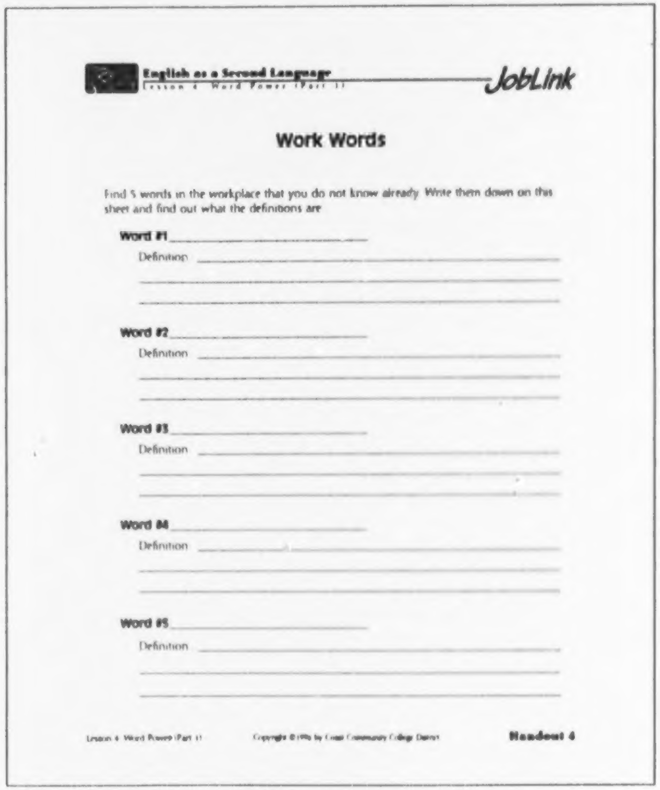
Activities

Second Activity: 30 Minutes

1. **Distribute** dictionaries.
2. **Assign** each person in the class at least 1 word. **Tell** the students that they will be responsible for finding the meaning of the word.

   (Instructor Note: If you have access to company related words this is a good place to use them.)

3. **Tell** the students that they can use their dictionaries or they can ask other students what the words mean. When they find the definition have them **write** it down in their notebook.
4. Have the students find the definitions of the words.
5. When all the students have found the definition of their words bring the group back together.
6. **Ask** for the definition of each word. **Discuss** the words and definitions. Have each student write the words and their definitions in their notebook.



English as a Second Language
Lesson 4: Word Power (Part 1)
JobLink

Work Words

Find 5 words in the workplace that you do not know already. Write them down on this sheet and find out what the definitions are.

Word #1 ____________________
Definition ____________________

Word #2 ____________________
Definition ____________________

Word #3 ____________________
Definition ____________________

Word #4 ____________________
Definition ____________________

Word #5 ____________________
Definition ____________________

Lesson 4: Word Power (Part 1) Copyright ©1996 by Coast Community College District **Handout 4**

Handout 4

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Activities

Ending: 5 Minutes

1. **Discuss** the importance of knowing what the words mean that you see and hear everyday at work.

(H-4) Handout

2. **Distribute** "Work Words."
3. **Tell** the students that their job this week is to find 5 words at work that they don't know. **Tell** the students to find out what those words mean.
4. **Say** good-bye.

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English as a Second Language

Improving Basic Skills

Lesson 5
Word Power- Keeping the Information You Need (Part 2)

Lesson Description

Lesson Purpose:

To help employees create their own personal glossaries and use their glossaries *(and their new dictionaries)* on the job.

This lesson emphasizes the need for employees to collect and carry valuable workplace information. One key source of valuable information will be the new glossaries employees will develop. Employees will be encouraged to develop their own glossaries and to take notes, a skill often associated with higher-level workers. Leads and supervisors will be urged to take notes, a skill often associated with higher-level workers. Leads and supervisors will be urged to encourage employees to maintain their personal glossaries and their dictionaries on the job.

Objectives

By completing this lesson, students will be able to:

1. **Create** and use a personal glossary.
2. **Identify, define,** and **spell** industry specific vocabulary.
3. **Identify** the benefits of maintaining and using a glossary.
4. Use a pocket dictionary to help them **define** and spell words.

Materials Needed

Hardware

1. Overhead projector and screen
2. Flip chart
3. Transparency pens or flip chart markers
4. Dictionaries *(one for each student not present in lesson 4)*
5. Flip chart paper and pens
6. Personal glossaries/small notebooks *(one for each student not present in lesson 4)*
7. Name tents
8. Masking tape

Handouts

Blue Group (Handout 5a)
Pink Group (Handout 5b)
Yellow Group (Handout 5c)
Green Group (Handout 5d)
Using Your Dictionary Home Group (Handout 6)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	20 min.
First Activity- Small Groups	25 min.
Second Activity- Small Groups	40 min.
Ending- Large Group	5 min.

Key	Hardware	Transparencies	Handouts	Large Group	Small Groups	Discussion	Sign-in Sheet

Activities

Opening: 20 Minutes

1. Sustained Silent Reading for 10 minutes.
2. Journal writing for 10 minutes.

Activities

First Activity: 25 Minutes

1. Put the class into groups of 3-5.
2. Have each student take out their copy of "Work Words" from the last class.
3. **Explain,** "During the last class I asked everyone to come up with 5 words they didn't know at work and to find the definitions of those words. In your groups I want you to share your words and definitions. Come up with a list of work words and definitions you can share with the class. Put your words in alphabetical order on a piece of flip chart paper."
4. **Handout** 1 piece of flip chart paper per group and a marker pen.
5. **Walk around** and help any groups that are having trouble.
6. After the groups are finished, post all the flip chart sheets around the room.
7. Have each group share their list.

Blue Group

In your dictionary, find ten states of the United States. Write down the names of the states and their capitals.

	State	Capital
1		
2		
3		
4		
5		
6		

Pink Group

…rs of your group to find the information. Make sure you … explain it to your home group. In your dictionary, find … about measurement.

…alent measure for each of the following:

… cups
… inches
… pints
4 1 gallon = ______ quarts
5 1 meter = ______ inches
6 1 pound = ______ ounces
7 1 gram = ______ ounces
8 1 centimeter = ______ inches
9 1 meter = ______ yards
10 1 kilo = ______ pounds

Yellow Group

In your dictionary, find the definitions of the following words.

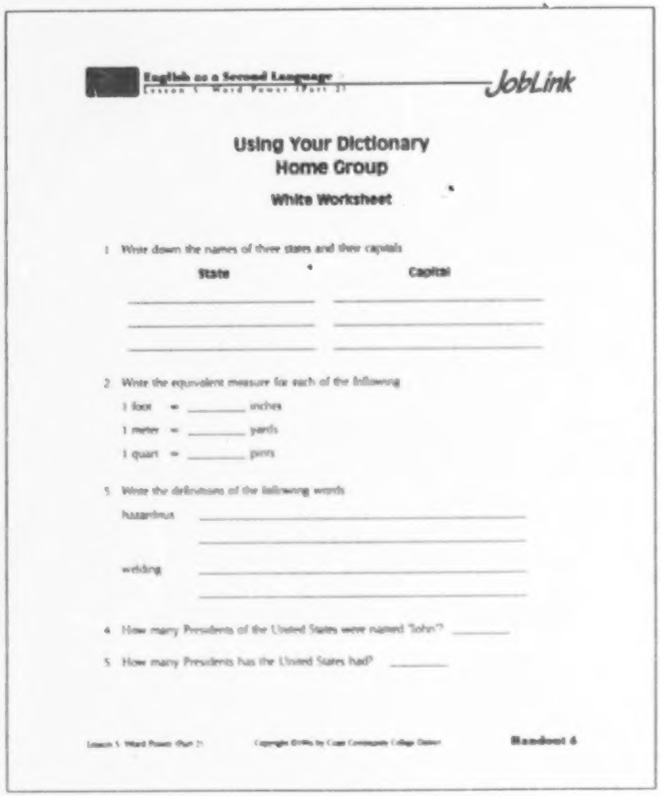
1 manufacturing

2 welding

Green Group

… the definitions of the following words.

Handout 5, 5b, 5c, 5d



Using Your Dictionary
Home Group

White Worksheet

1 Write down the names of three states and their capitals.

State	Capital

2 Write the equivalent measure for each of the following.

1 foot = ______ inches
1 meter = ______ yards
1 quart = ______ pints

5 Write the definitions of the following words.

hazardous ______

welding ______

4 How many Presidents of the United States were named "John"? ______

5 How many Presidents has the United States had? ______

Lesson 5: Word Power (Part 2) Copyright ©1996 by Coast Community College District **Handout 6**

Handout 6

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Activities

Second Activity: 40 Minutes

(H-5) Handout

Colored Handouts

Distribute *pocket dictionaries for each student to keep.*

1. **Divide** students into 4 groups. Give each group a different color handout to complete. **Ask** each group to work together to complete the handout If the handouts are too difficult, then **ask** them to answer only a couple of questions.

(H-6) Handout

"Using Your Dictionary" (White)

2. When each group has finished, do one of the following:

    a. Bring the entire class back together and **distribute** the "Using Your Dictionary" to each student. Have the class complete the handout. Call on different students to provide the information.

    —or—

    b. Form new groups. This time each group should have a member that has a pink, blue, yellow, and green paper. Together each group completes the information needed for the "Using Your Dictionary" handout.

Activities

Ending: 5 Minutes

1. **Discuss** the importance of learning the words you see around you at work.
2. **Review** how to use the personal glossaries.
3. For the next class have each student come prepared with one new word and it's definition. *(It doesn't have to be a work word.)*
4. **Say** good-bye.

JobLink

Winning
At
Work

English as a Second Language

Improving Basic Skills

Lesson 6
What's the Idea

Lesson Description

This lesson focuses on finding the most important ideas when reading. The class will begin to read a book together. In this lesson, they will be learning about main ideas as they read the book and do an activity on the subject.

Objectives

By completing this lesson, students will work in teams to:

1. **Understand** weekly vocabulary words.
2. **Learn** how to find the most important idea when reading.
3. **Understand** how to find the main idea when reading.

Materials Needed

Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music

Transparencies

"Who Can You Find?" (Transparency 4)
"Reading/Writing Warm-Up" (Transparency 5)
"Vocabulary List" (Transparency 6)
"Main Ideas" (Transparency 7)

Handouts

"Who Can You Find?" (Handout 7)
"Reading/Writing Warm-Up" (Handout 8)
"Vocabulary List" (Handout 9)
"Main Ideas" (Handout 10)

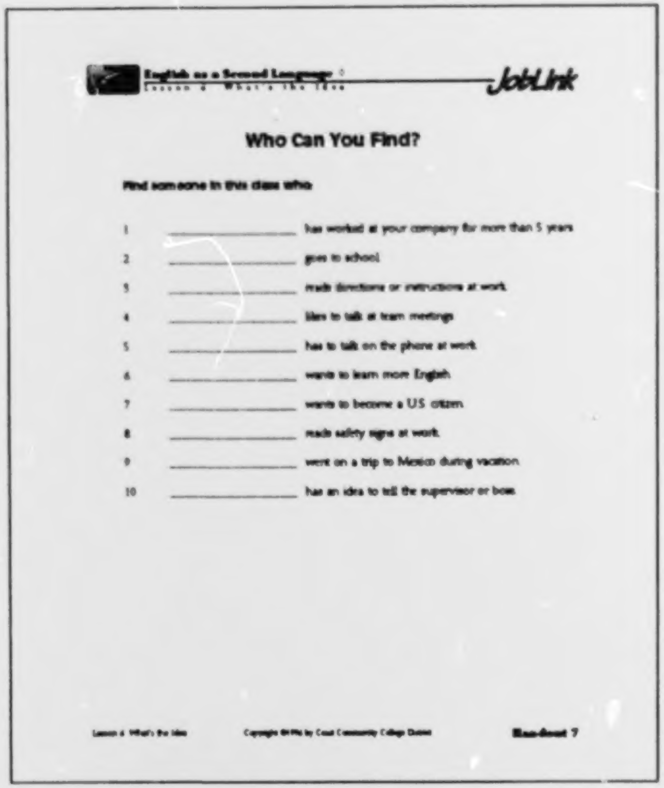
Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	15 min.
Second Activity- Large Group	10 min.
Third Activity- Partners (2)	15 min.
Fourth Activity- Large Group	20 min.
Fifth Activity- Large Group	10 min.
Ending- Large Group	10 min.

Key

Hardware
Transparencies
Handouts
Large Group
Small Groups
Discussion
Sign-in Sheet



English as a Second Language
Lesson 6: What's the Idea
JobLink

Who Can You Find?

Find someone in this class who:

1 ______________ has worked at your company for more than 5 years
2 ______________ goes to school
3 ______________ reads directions or instructions at work
4 ______________ likes to talk at team meetings
5 ______________ has to talk on the phone at work
6 ______________ wants to learn more English
7 ______________ wants to become a U.S. citizen
8 ______________ reads safety signs at work
9 ______________ went on a trip to Mexico during vacation
10 ______________ has an idea to tell the supervisor or boss

Lesson 6: What's the Idea
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Handout 7

Handout 7, Transparency 4

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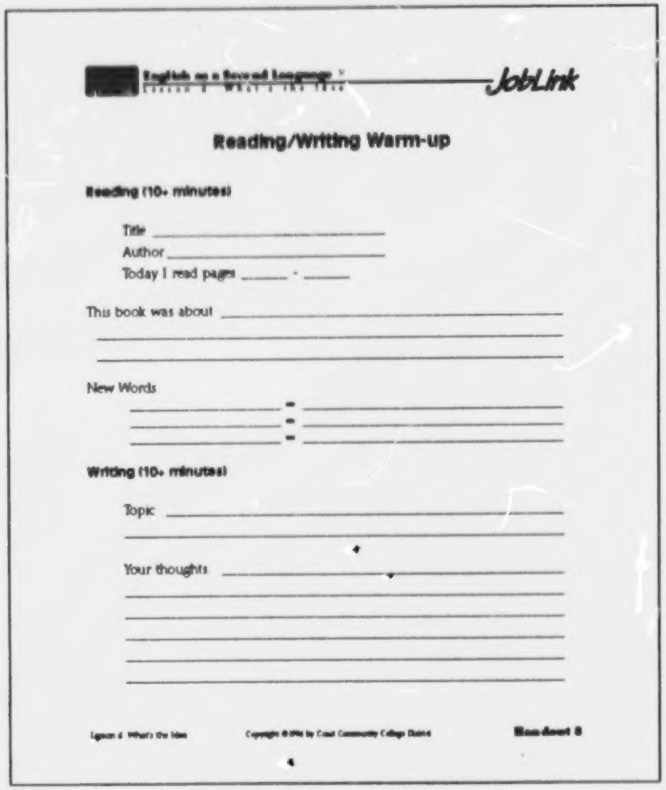
Activities

Opening: 10 Minutes

Before class, make sure the room is set up attractively. Have soft music playing.

1. **Welcome** students and **introduce** yourself.
2. Give each student a copy of, "Who Can You Find?" **Explain** that they are to find a different class member to sign each space.
3. **Allow** approximately 5 minutes for them to find a different person to sign each line.
4. When most or all of the class members have completed the people search, use "Who Can You Find?" to **write** down some of their responses.
5. **Discuss** the responses and students' varying responses, especially those regarding ideas or suggestions.



English as a Second Language
Lesson 6: What's the Idea
JobLink

Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________
Author ______________________
Today I read pages _____ - _____

This book was about ______________________

____

____

New Words

_________ = ______________
_________ = ______________
_________ = ______________

Writing (10+ minutes)

Topic ______________________

____

Your thoughts ______________________

____

____

____

____

____

Lesson 6: What's the Idea   Copyright ©1996 by Coast Community College District   **Handout 8**

Handout 8, Transparency 5

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Activities

First Activity: 15 Minutes

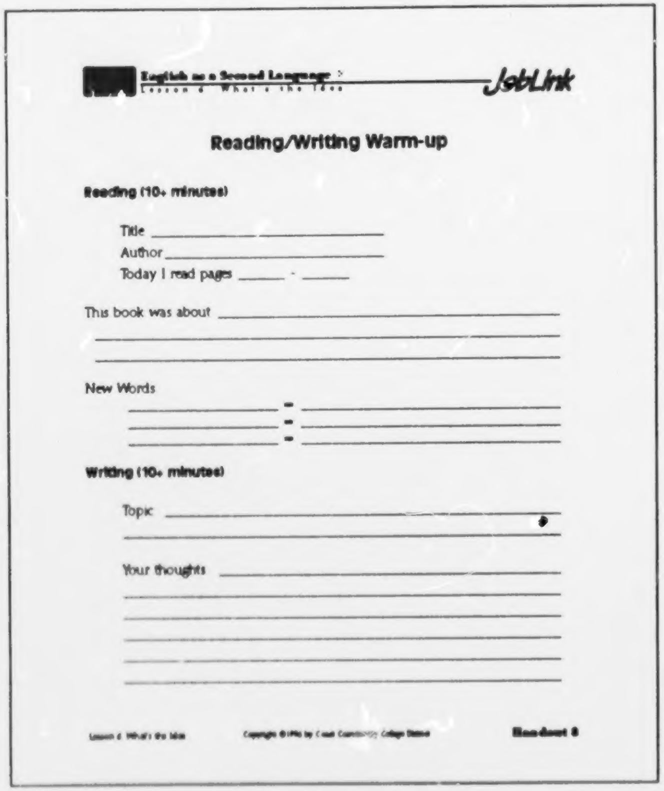
Sustained Silent Reading

1. If students are not familiar with the concept, **Introduce** them to the fact that approximately 15 minutes of each class period will be spent reading. They may choose books from your company library, or bring books, magazines, articles, etc., of their choice to class to read. In order to emphasize the importance of this activity, the instructor should also read during this time.

2. Spend a few moments sharing/discussing what you/they read.

[illegible] Handout Transparency

3. Using "Reading/Writing Warm-up," **demonstrate** and have students fill in the appropriate information for the reading section of the handout.



Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________

Author ______________________

Today I read pages ______ - ______

This book was about ______________________

New Words

______ = ______

______ = ______

______ = ______

Writing (10+ minutes)

Topic ______________________

Your thoughts ______________________

Handout 8

Handout 8, Transparency 5

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Activities

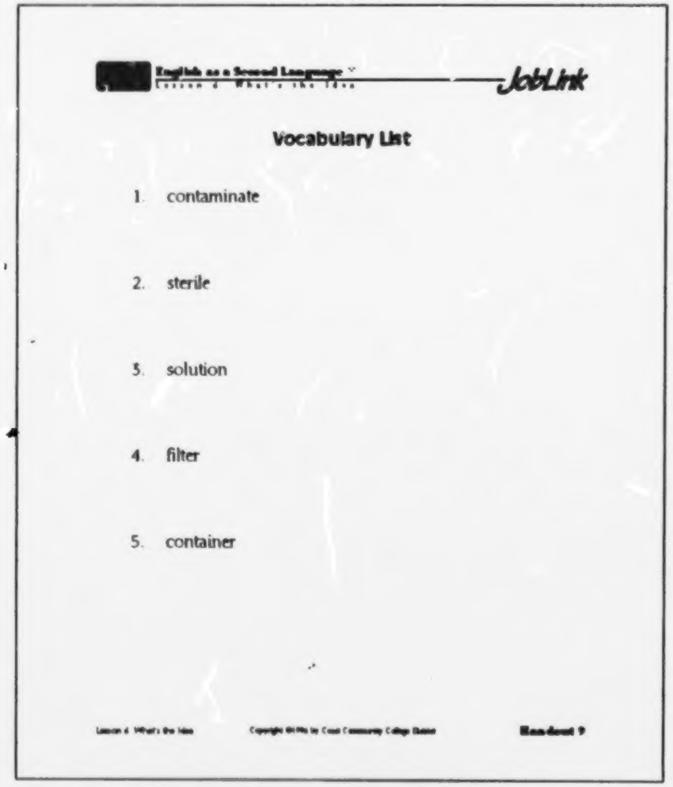
Second Activity: 10 Minutes

Journal Writing

1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from Sustained Silent Reading. Students may share journal entries if they wish.

(H-8, T-5) Handout Transparency

2. Using "Reading/Writing Warm-up," have students use the writing section of the handout for journal entries.



English as a Second Language
JobLink

Vocabulary List

1. contaminate
2. sterile
3. solution
4. filter
5. container

Handout 9

Handout 9, Transparency 6

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Activities

Third Activity: 15 Minutes

Vocabulary Web

[illegible]
Handout
Transparency

1. **Introduce** the following words using "Vocabulary List", and **ask** students if they know what these words mean. ***(Instructor: you may use any words that are appropriate for your class.)***
    - contaminate
    - sterile
    - solution
    - filter
    - container

2. **Ask** if they know other words which mean about the same and **write** their responses on the board or on a transparency. Offer prompts to assist them.

3. **Ask** if there are words that they use in their company that might have similar meanings, or are related. **Write** these words on the board.

4. Determine if they know the definitions of these weekly vocabulary words, and how they relate to the company. **Say,** "Let's see if we can write some sentences that would **explain** what these words mean if we were talking to someone who doesn't work for your company."

Activities

Third Activity: (continued)

5. **Write** these sentences on the board or "Vocabulary List" transparency and have students copy them on the "Vocabulary List" handout.

6. Each student should get a partner and read the sentences to the partner.

7. **Ask** each student to bring a flyer, memo, work order, etc., which may have some new vocabulary words to the next class. Use one of these authentic company writings to gather vocabulary for each subsequent class.

Activities

Fourth Activity: 20 Minutes

Main Idea

1. **Distribute** a copy of Juan and Lucy to each student.

2. **Direct** them to follow along silently as you read Chapter 1 aloud to them.

3. After reading Chapter 1, **ask,**

   "What was the most important idea in that chapter?
   Is it about a guy named Juan?
   What's the most important thing we found out about Juan?"

   Lead students to the correct answer and repeat the main idea. Briefly **explain** the importance of looking for the main idea when we read. **Write** some of their answers about the important ideas on the board.

4. **Tell** students that you are going to read Chapter 2 aloud, and remind them to look for or think about the most important idea/main idea of the chapter. Read Chapter 2 aloud, while students follow along silently.

Activities

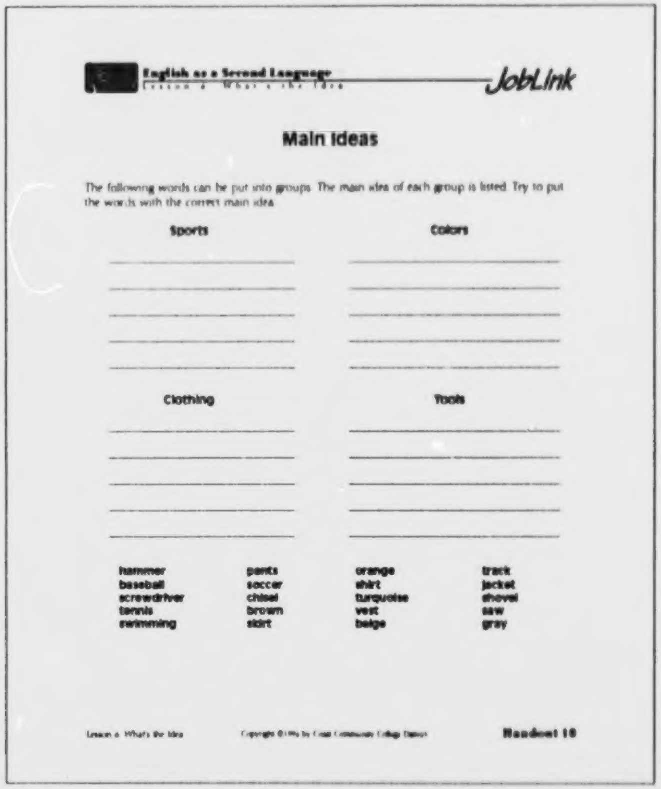
Fourth Activity: (continued)

5. **Ask** students, "What is Chapter 2 about? Is it about Juan? What do we know about Lucy?" After they respond, reinforce the correct answer. **Write** some of these important facts on the board.

6. **Direct** the students to read Chapter 3. This can be done individually, in pairs, or volunteers may read aloud.

7. When they finish reading Chapter 3, **ask** students to tell the main idea. **Discuss** what happened in Chapter 3. **Explain** that finding important ideas or facts is one of many reading skills they will be working on in this class.

8. **Collect** copies of Juan and Lucy, which are to be returned to your company. **Explain** that you will continue reading the story at the next class meeting.



Main Ideas

The following words can be put into groups. The main idea of each group is listed. Try to put the words with the correct main idea.

Sports	Colors
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

Clothing	Tools
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

hammer
baseball
screwdriver
tennis
swimming

pants
soccer
chisel
brown
skirt

orange
shirt
turquoise
vest
beige

track
jacket
shovel
saw
gray

Handout 10

Handout 10, Transparency 7

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Activities

Fifth Activity: 10 Minutes

Main Ideas

(H-10) Handout

1. **Pass out** "Main Ideas".
2. Have students circle any unfamiliar words and **discuss** the meanings *(without using the category, such as color, sport, etc., in the description or definition).*
3. Pronounce each word and have students repeat the words.
4. **Ask** students to work with a partner to determine which words fit under each category or main idea.

(T-7) Transparency

5. **Ask** for students to volunteer to come up to put the answers for each category on the transparency or on the board.
6. Have students check their papers for comprehension.

123

12[illegible]

Activities

Ending: 10 Minutes

1. **Remind** students to bring a flyer, memo, work order, etc., to be used for vocabulary building during the next class.
2. Wish them well and **say** good-bye!

JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 7
Give Me the Main Idea

Lesson Description

This lesson continues to focus on finding the main idea when reading. Students will continue to read the book they began in lesson 6, and do some more exercises to practice finding the main idea in a paragraph.

▼ Objectives

By completing this lesson, students will work in teams to:

1. **Understand** weekly vocabulary words.
2. **Understand** the importance of looking for the main idea when reading.

▼ Materials Needed

▼ Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music

▼ Transparencies

"Reading/Writing Warm-Up" (Transparency 5)
"Main Idea Hunt" (Transparency 8)

▼ Handouts

"Reading/Writing Warm-Up" (Handout 8)
"Main Idea Hunt" (Handout 11)

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	15 min.
Second Activity- Large Group	10 min.
Third Activity- Partners (2)	15 min.
Fourth Activity- Large Group	20 min.
Fifth Activity- Partners (2)	10 min.
Ending- Large Group	10 min.

▼ Key Hardware · Transparencies · Handouts · Large Group · Small Groups · Discussion · Sign-in Sheet

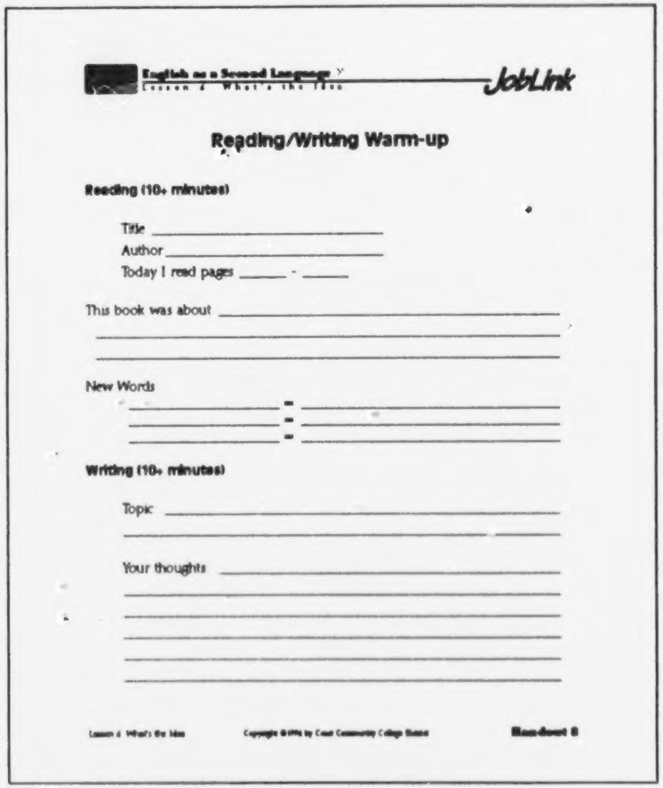
Activities

Opening: 10 Minutes

Before class, make sure the room is set up attractively. Have soft music playing.

"Cathy's Cards"

1. **Welcome** students.
2. Have a stack of "Cathy's Cards" on a table. **Ask** each student to choose a card. Be sure they understand what the card says.
3. **Ask** each student to think about what the card says, and then to share their thoughts with a partner.
4. **Ask** for volunteers to share their comments with the entire class. Others may want to add their own experiences, etc.
5. **Collect** the cards.



Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________
Author ______________________
Today I read pages ______ - ______

This book was about ______________________

New Words

______ = ______
______ = ______
______ = ______

Writing (10+ minutes)

Topic ______________________

Your thoughts ______________________

Handout 8, Transparency 5

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Activities

First Activity: 15 Minutes

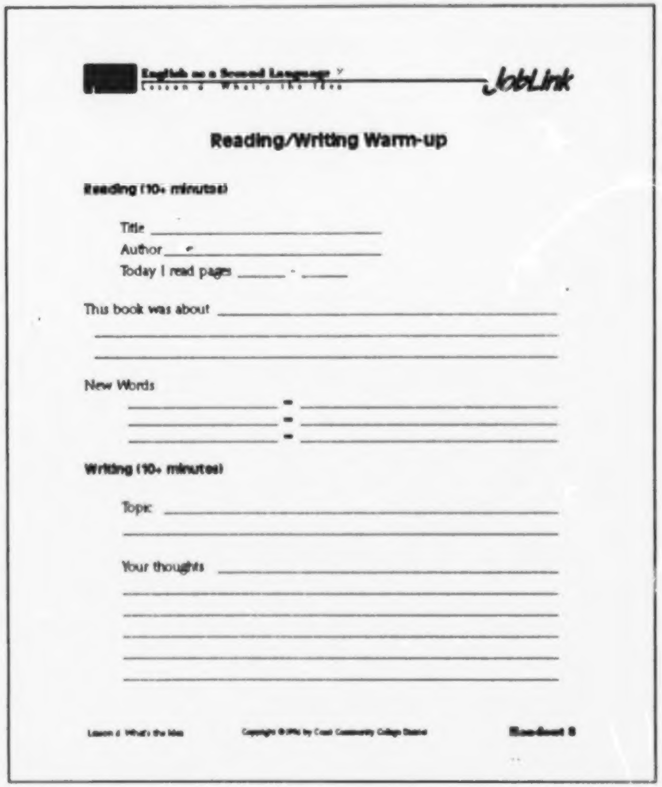
Sustained Silent Reading

1. If students are not familiar with the concept, introduce them to the fact that approximately 15 minutes of each class period will be spent reading. They may choose books from your company library, or bring books, magazines, articles, etc., of their choice to class to read. In order to emphasize the importance of this activity, the instructor should also read during this time.

2. Spend a few moments sharing/discussing what you/they read.

(H-8, T-5)
Handout
Transparency

3. Using "Reading/Writing Warm-up", have students fill in the appropriate information for the reading section of the handout.



Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________
Author ______________________
Today I read pages _____ - _____

This book was about ______________________
____
____

New Words
__________ = __________
__________ = __________
__________ = __________

Writing (10+ minutes)

Topic ______________________
____

Your thoughts ______________________
____
____
____
____
____

Handout 8, Transparency 5

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Activities

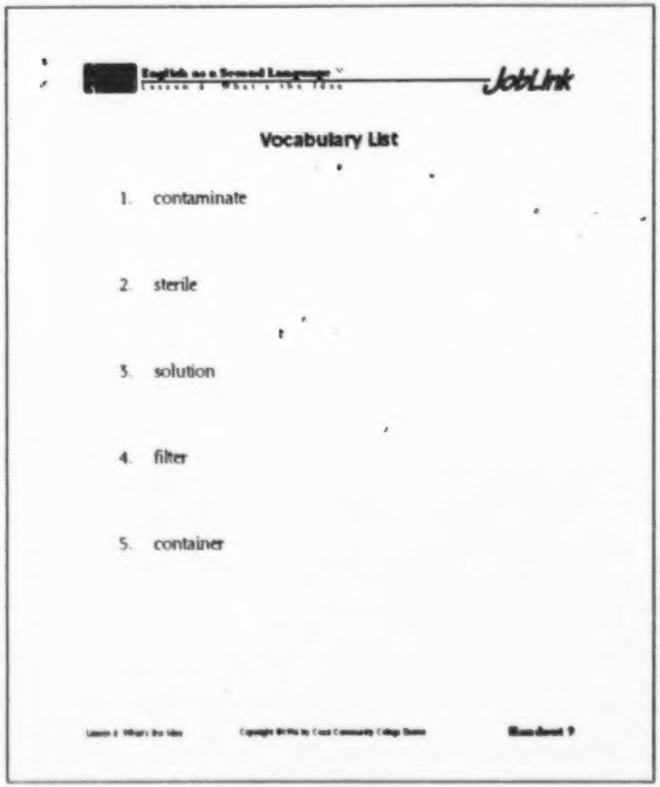
Second Activity: 10 Minutes

Journal Writing

1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from Sustained Silent Reading. Students may share journal entries if they wish.

[illegible] Handout Transparency

2. Using "Reading/Writing Warm-up", have students use the writing section of the handout for journal entries.



Vocabulary List

1. contaminate
2. sterile
3. solution
4. filter
5. container

Handout 9

BEST COPY AVAILABLE

Activities

Third Activity: 15 Minutes

Vocabulary

1. Using the authentic company writings students were asked to bring, direct them to circle any words on the writings which they do not understand.
2. **Collect** the authentic company writings *(memos, work orders, flyers, etc.)* that students were asked to bring. Show them to students and ask which they would like to use for today's class. If more than one student brought the same piece of writing, that may be a good place to start. Words from the Vocabulary List may be used if there is no authentic material.
3. **Choose** five words from one of the writings as the vocabulary to be studied during this class.
4. Determine if they know the definitions of these weekly vocabulary words, and how they relate to the company. **Say,** "Let's see if we can write some sentences that would **explain** what these words mean if we were talking to someone who doesn't work for your company."
5. **Write** these sentences on the board and have students copy them on the vocabulary handout.
6. Each student should get a partner and read the sentences to the partner.

Activities

Fourth Activity: 20 Minutes

Main Idea

1. **Distribute** a copy of Juan and Lucy to each student.
2. **Direct** them to follow along silently as you read Chapter 4 aloud to them.
3. After reading Chapter 4, **ask,**

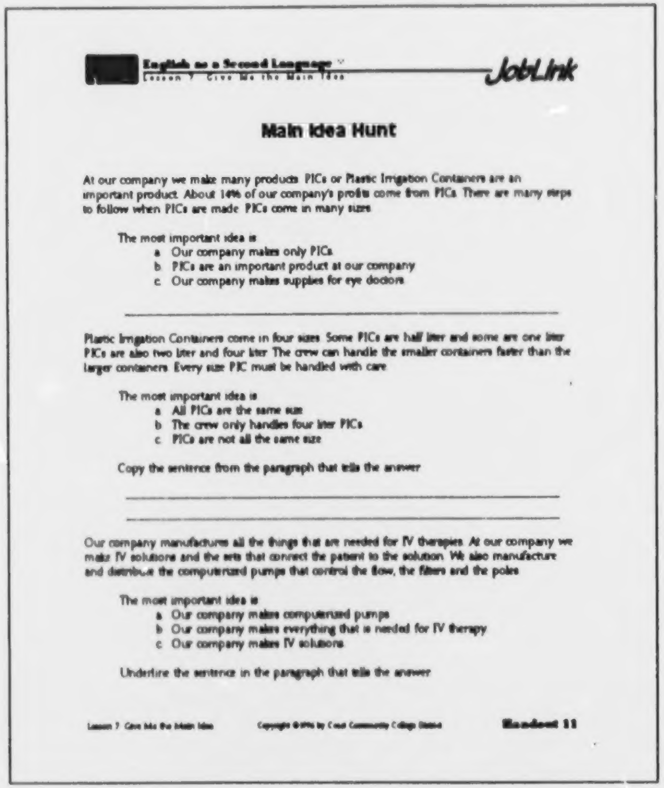
   "What was the most important idea in that chapter? What did Juan do that bothered Lucy?"

   Lead students to the correct answer and repeat the main idea. Briefly **explain** the importance of looking for the main idea when we read.
4. **Direct** the students to read Chapter 5. This can be done individually, in pairs, or volunteers may read aloud.

Activities

Fourth Activity: (continued)

5. When they finish reading Chapter 5, **ask** students to tell the main idea. **Ask,** "What did Juan think about mothers?" See if they can predict what will happen next in the story. **Explain** that predicting is another important reading skill.
6. Continue with Chapter 6, asking for the most important idea when students finish reading.
7. **Collect** copies of Juan and Lucy, which are to be returned to your company. **Explain** that you will continue reading the story at the next class meeting.



English as a Second Language
Lesson 7: Give Me the Main Idea
JobLink

Main Idea Hunt

At our company we make many products. PICs or Plastic Irrigation Containers are an important product. About 14% of our company's profits come from PICs. There are many steps to follow when PICs are made. PICs come in many sizes.

The most important idea is
- a. Our company makes only PICs.
- b. PICs are an important product at our company.
- c. Our company makes supplies for eye doctors.

____

Plastic Irrigation Containers come in four sizes. Some PICs are half liter and some are one liter. PICs are also two liter and four liter. The crew can handle the smaller containers faster than the larger containers. Every size PIC must be handled with care.

The most important idea is
- a. All PICs are the same size.
- b. The crew only handles four liter PICs.
- c. PICs are not all the same size.

Copy the sentence from the paragraph that tells the answer.

____

____

Our company manufactures all the things that are needed for IV therapies. At our company we make IV solutions and the sets that connect the patient to the solution. We also manufacture and distribute the computerized pumps that control the flow, the filters and the poles.

The most important idea is
- a. Our company makes computerized pumps.
- b. Our company makes everything that is needed for IV therapy.
- c. Our company makes IV solutions.

Underline the sentence in the paragraph that tells the answer.

Lesson 7: Give Me the Main Idea   Copyright ©1996 by Coast Community College District   **Handout 11**

Handout 11, Transparency 8

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Activities

Fifth Activity: 10 Minutes

Main Ideas

H-11, T-8
Handout
Transparency

1. **Pass out** and **project** "Main Idea Hunt".
2. **Ask** students to work with a partner, reading the paragraphs and answering the questions. Assist them with paragraphs 2 and 3, where they must copy or underline the correct sentence from the paragraph.
3. **Ask** students to volunteer answers. Check for comprehension.

Activities

Ending: 10 Minutes

1. If students have forgotten to bring flyers, memos, etc., **remind** them to bring these for vocabulary building for the next class.
2. Wish them well and **say** good-bye!

JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 8
Just Give Me the Facts

Lesson Description

This lesson emphasizes finding details and information when reading. The students will continue to read the book they began in lesson 6, and do an activity on finding the most important information in a paragraph.

Objectives

By completing this lesson, students will work in teams to:

1. **Understand** weekly vocabulary words.
2. **Understand** how to find details or information when reading.
3. **Predict** what will happen in a story.

Materials Needed

Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music

Transparencies

"Dictation Pairs Cards" (Transparency 9,10)
"Reading/Writing Warm-Up" (Transparency 6)
"Let's Find Facts" (Transparency 11)

Handouts

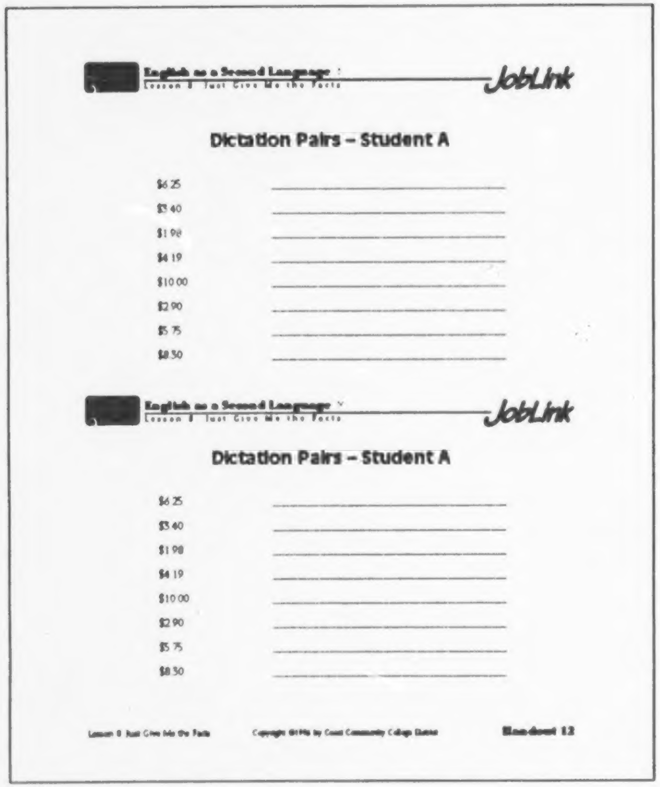
"Reading/Writing Warm-Up" (Handout 8)
"Dictation Pairs Cards" (Handout 12, 13)
"Let's Find Facts" (Handout 14)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	15 min.
Second Activity- Large Group	10 min.
Third Activity- Partners (2)	15 min.
Fourth Activity- Large Group	20 min.
Fifth Activity- Partners (2)	10 min.
Ending- Large Group	10 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet



Dictation Pairs – Student A

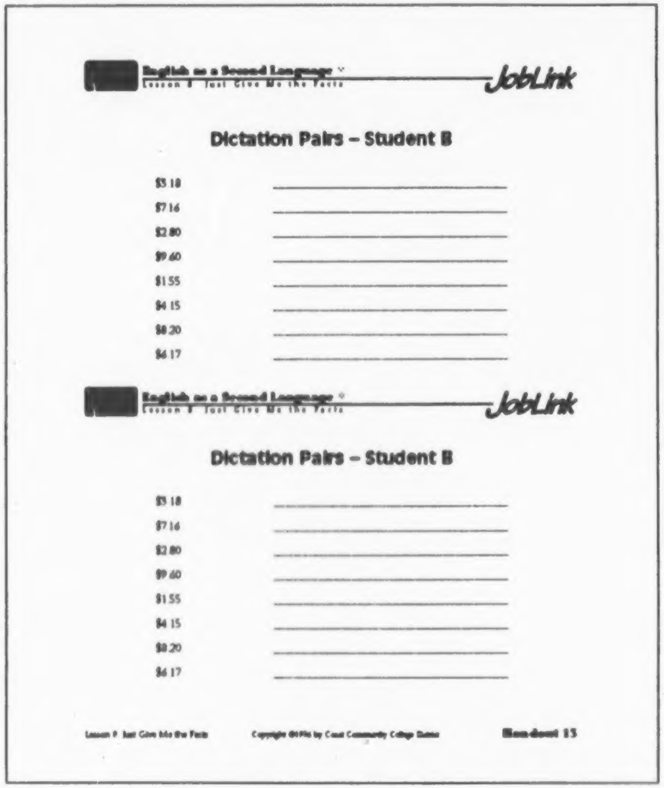
$6.25 ____________________
$3.40 ____________________
$1.98 ____________________
$4.19 ____________________
$10.00 ____________________
$2.90 ____________________
$5.75 ____________________
$8.30 ____________________

English as a Second Language
Lesson 8: Just Give Me the Facts
JobLink

Dictation Pairs – Student A

$6.25 ____________________
$3.40 ____________________
$1.98 ____________________
$4.19 ____________________
$10.00 ____________________
$2.90 ____________________
$5.75 ____________________
$8.30 ____________________

Handout 12, Transparency 9



Dictation Pairs – Student B

$5.18 ____________________
$7.16 ____________________
$2.80 ____________________
$9.60 ____________________
$1.55 ____________________
$4.15 ____________________
$8.20 ____________________
$6.17 ____________________

English as a Second Language
Lesson 8: Just Give Me the Facts
JobLink

Dictation Pairs – Student B

$5.18 ____________________
$7.16 ____________________
$2.80 ____________________
$9.60 ____________________
$1.55 ____________________
$4.15 ____________________
$8.20 ____________________
$6.17 ____________________

Handout 13, Transparency 10

103

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103

Activities

Opening: 10 Minutes

Before class, make sure the room is set up attractively. Have soft music playing.

Dictation Pairs

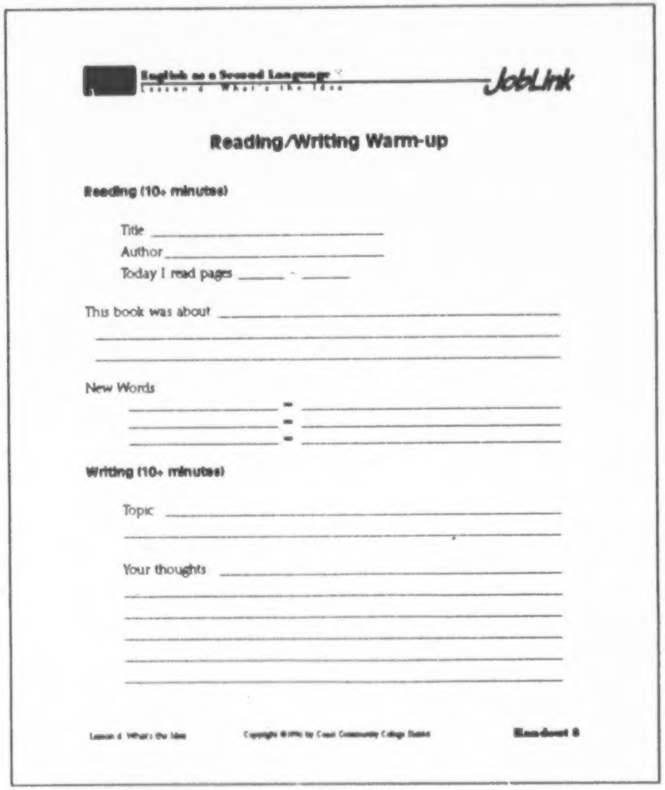
1. **Welcome** students.

(H-12, H13) Handout

2. Have students work with a partner. Partner A is given a list of prices on pink paper. Partner B is given a different list of prices on green paper. **Direct** students not to show their lists to their partners.

(T-9, T-10) Transparency

3. Partner A reads what is on her card. Partner B writes it on his paper. They compare. Then, Partner B reads his card and Partner B writes it on her paper. Again, they compare. If time permits, put answers on overhead transparency.



English as a Second Language

JobLink

Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________
Author ______________________
Today I read pages _____ - _____

This book was about ______________________
____
____

New Words
__________ = __________
__________ = __________
__________ = __________

Writing (10+ minutes)

Topic ______________________
____

Your thoughts ______________________
____
____
____
____
____

Handout 8

Handout 8, Transparency 5

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Activities

First Activity: 15 Minutes

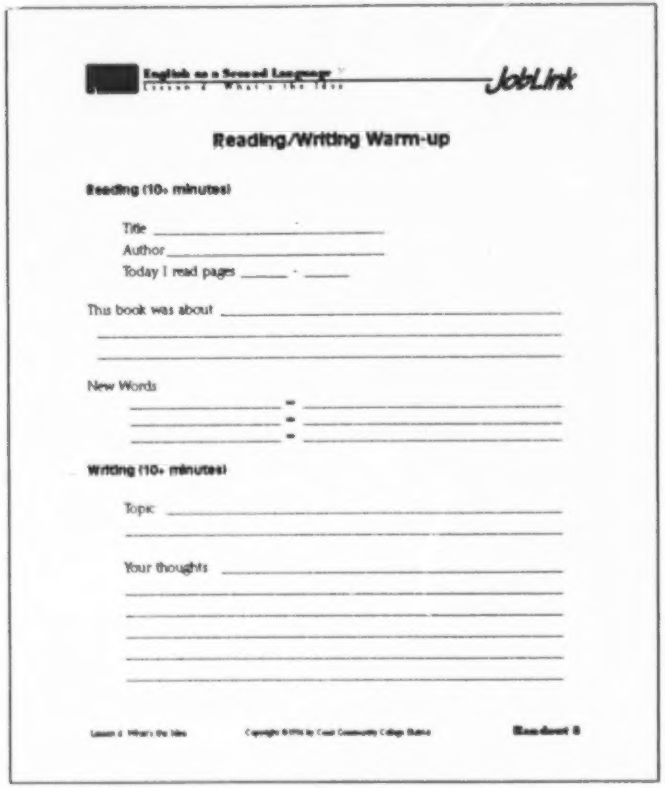
Sustained Silent Reading

1. If students are not familiar with the concept, introduce them to the fact that approximately 15 minutes of each class period will be spent reading. They may choose books from the JobLink library, or bring books, magazines, articles, etc., of their choice to class to read. In order to emphasize the importance of this activity, the instructor should also read during this time.

2. Spend a few moments sharing/discussing what you/they read.

(H-8, T-5)
Handout
Transparency

3. Using "Reading/Writing Warm-up", have students fill in the appropriate information for the reading section of the handout.



English as a Second Language
JobLink

Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________
Author ______________________
Today I read pages _____ - _____

This book was about ______________________

New Words
__________ = __________
__________ = __________
__________ = __________

Writing (10+ minutes)

Topic ______________________

Your thoughts ______________________

Handout 8

Handout 8, Transparency 5

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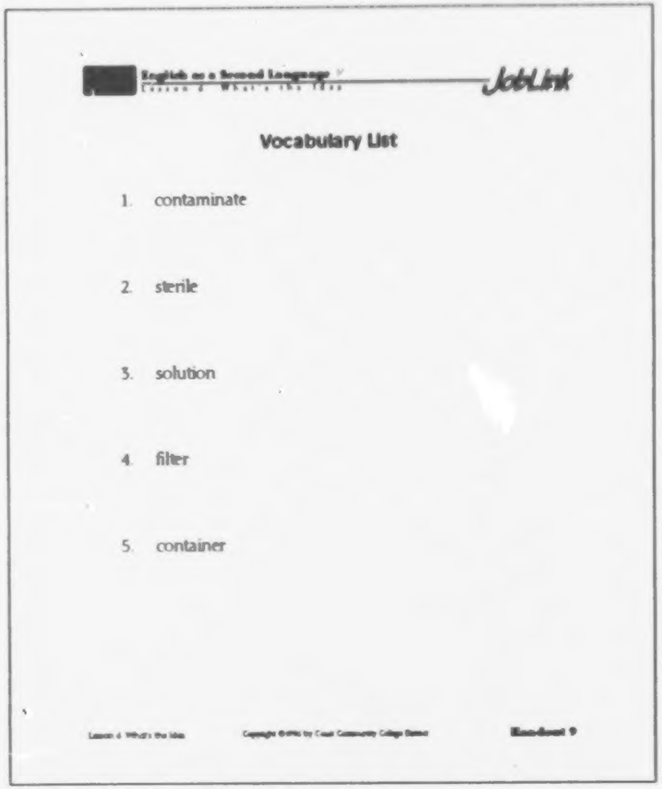
Activities

Second Activity: 10 Minutes

Journal Writing

1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from SUSTAINED SILENT READING. Students may share journal entries if they wish.

2. Using "Reading/Writing Warm-up", have students use the writing section of the handout for journal entries.



Vocabulary List

1. contaminate
2. sterile
3. solution
4. filter
5. container

Handout 9

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Activities

Third Activity: 15 Minutes

Vocabulary

1. Using the authentic company writings students were asked to bring, direct them to circle any words on the writings which they do not understand.

2. **Collect** the authentic company writings (*memos, work orders, flyers, etc.*) that students were asked to bring. Show them to students and **ask** which they would like to use for today's class. If more than one student brought the same piece of writing, that may be a good place to start.

3. **Choose** five words from one of the writings as the vocabulary to be studied during this class or use words from the Vocabulary List.

4. Determine if they know the definitions of these weekly vocabulary words, and how they relate to the company. **Say,** "Let's see if we can write some sentences that would **explain** what these words mean if we were talking to someone who doesn't work for your company."

5. **Write** these sentences on the board and have students copy them.

6. Each student should get a partner and read the sentences to the partner.

Activities

Fourth Activity: 20 Minutes

Important Facts or Details

1. **Distribute** a copy of Juan and Lucy to each student.
2. **Direct** them to follow along silently as you read Chapter 7 aloud to them.
3. After reading Chapter 7, **ask,**

   "What was the most important idea in that chapter?"

   Lead students to the correct answer and repeat the main idea. Briefly **explain** the importance of looking for the main idea when we read. **Explain** that this week's focus will be on finding details or information.

Activities

Fourth Activity: (continued)

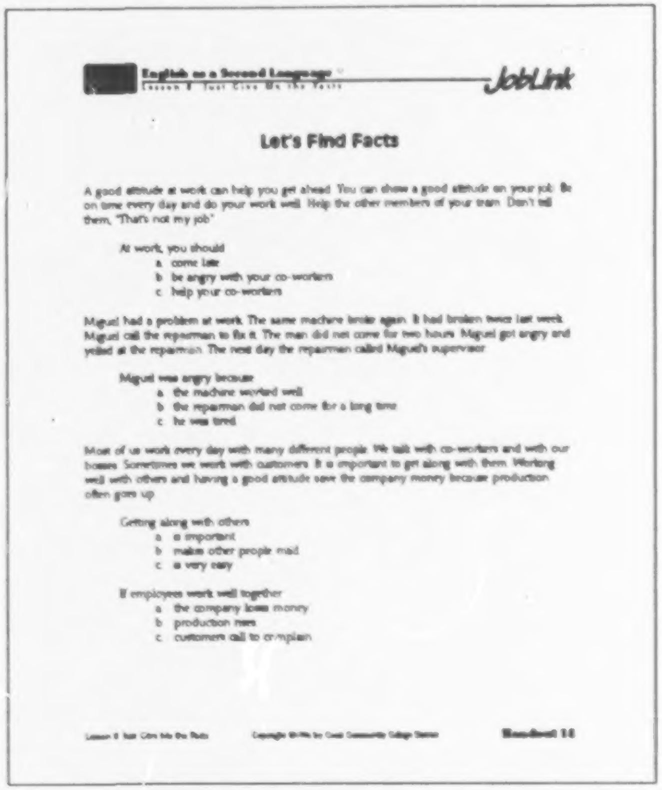
4. **Ask** the students the following questions: **True or False**
   - What did Lucy plan to do Friday night?
   - Who did she call?
   - Where did they go?
   - Who did they see?
   - How did Lucy feel?

5. **Direct** the students to read Chapter 8. This can be done individually, in pairs, or volunteers may read aloud.

6. When they finish reading Chapter 8, **ask** students to tell three things that occurred. See if they can predict what will happen next in the story. **Explain** that predicting is another important reading skill.

7. Continue with Chapter 9, asking students to **tell** three things Juan and Lucy did together when they went on dates.

8. **Collect** copies of Juan and Lucy, which are to be returned to your company. **Explain** that you will continue reading the story at the next class meeting.



Let's Find Facts

A good attitude at work can help you get ahead. You can show a good attitude on your job. Be on time every day and do your work well. Help the other members of your team. Don't tell them, "That's not my job."

At work, you should
  a. come late
  b. be angry with your co-workers
  c. help your co-workers

Miguel had a problem at work. The same machine broke again. It had broken twice last week. Miguel call the repairman to fix it. The man did not come for two hours. Miguel got angry and yelled at the repairman. The next day the repairman called Miguel's supervisor.

Miguel was angry because
  a. the machine worked well
  b. the repairman did not come for a long time
  c. he was tired

Most of us work every day with many different people. We talk with co-workers and with our bosses. Sometimes we work with customers. It is important to get along with them. Working well with others and having a good attitude save the company money because production often goes up.

Getting along with others
  a. is important
  b. makes other people mad
  c. is very easy

If employees work well together
  a. the company loses money
  b. production rises
  c. customers call to complain

Handout 14

Handout 14, Transparency 11

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Activities

Fifth Activity: 10 Minutes

Let's Find Facts

1. **Pass out** and **project** "Let's Find Facts".
2. **Ask** students to work with a partner, reading the paragraphs and answering the questions.
3. **Ask** students to volunteer answers. Check for comprehension.

Activities

Ending: 10 Minutes

1. If students have forgotten to bring flyers, memos, etc., **remind** them to bring these for vocabulary building for the next class.
2. Wish them well and **say** good-bye!

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JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 9
Sorting Things Out

Lesson Description

This lesson emphasizes how to sort through details and information when reading. The students will continue to read the book they began in lesson 6, and do an activity on sorting out information.

Objectives

By completing this lesson, students will work in teams to:

1. **Understand** weekly vocabulary words.
2. **Practice** sorting out information.

Materials Needed

Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music

Transparencies

"Reading/Writing Warm-Up" (Transparency 5)
"Sorting Things Out" (Transparency 12)

Handouts

"Reading/Writing Warm-Up" (Handout 8)
"Sorting Things Out" (Handout 15)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	15 min.
Second Activity- Large Group	10 min.
Third Activity- Partners (2)	15 min.
Fourth Activity- Large Group	15 min.
Fifth Activity- Partners (2)	15 min.
Ending- Large Group	10 min.

Key Hardware ✎ Transparencies ▭ Handouts ▭ Large Group Small Groups Discussion Sign-in Sheet

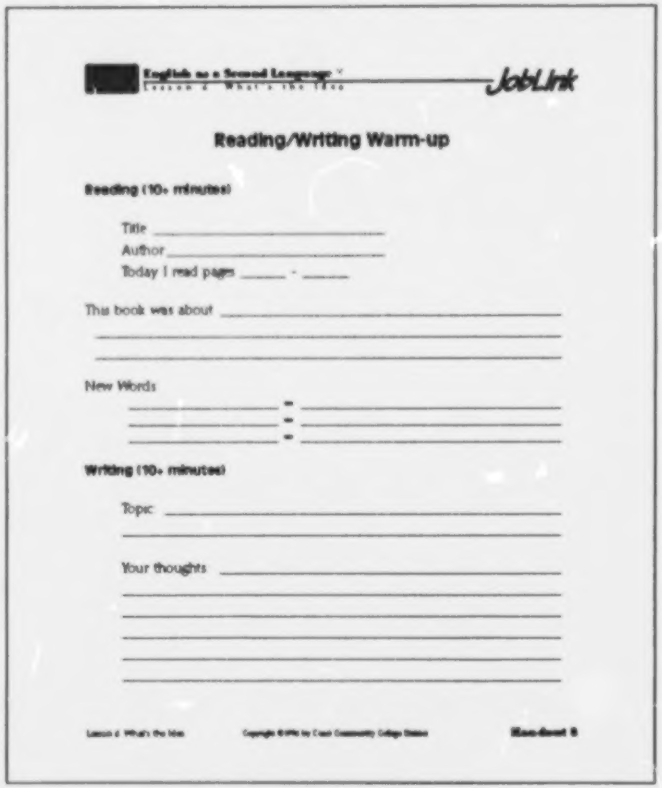
Activities

Opening: 10 Minutes

Before class, make sure the room is set up attractively. Have soft music playing.

"Cathy's Cards"

1. **Welcome** students.
2. Have a stack of "Cathy's Cards" on a table. **Ask** each student to choose a card. Be sure they understand what the card says.
3. **Ask** each student to think about what the card says, and then to share their thoughts with a partner.
4. **Ask** for volunteers to share their comments with the entire class. Others may want to add their own experiences, etc.
5. **Collect** the cards.



Reading/Writing Warm-up

Reading (10+ minutes)

Title ____________________
Author ____________________
Today I read pages _____ - _____

This book was about ____________________
____
____

New Words
__________ = __________
__________ = __________
__________ = __________

Writing (10+ minutes)

Topic: ____________________
____

Your thoughts ____________________
____
____
____
____
____

Handout 8, Transparency 5

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Activities

First Activity: 15 Minutes

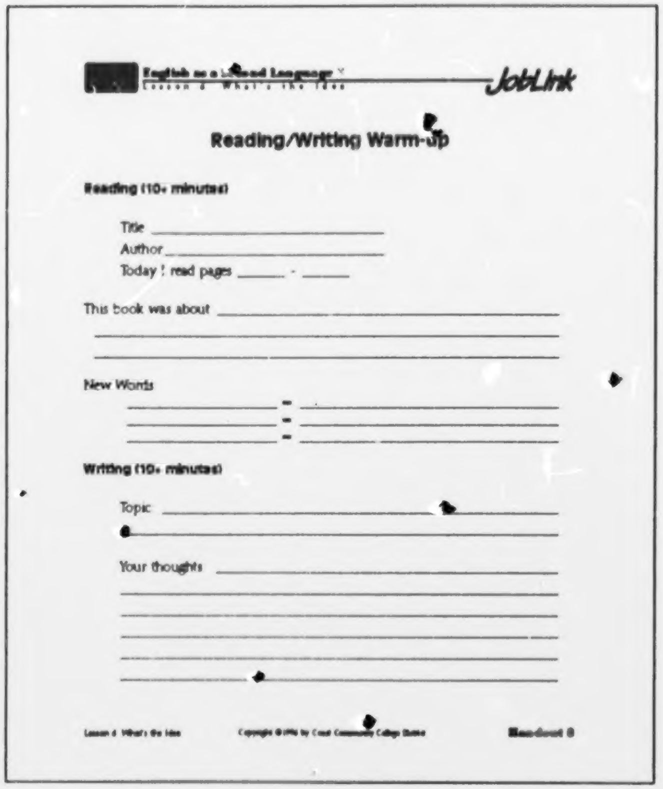
Sustained Silent Reading

1. "Has anyone read anything during the past week, besides what you read in class?" Spend the next 15 minutes reading quietly.
2. Spend a few moments sharing/discussing what you/they read.
3. Using "Reading/Writing Warm-up", have students fill in the appropriate information for the reading section of the handout.

H-8, T-9
Handout
Transparency

203

201



English as a Second Language
JobLink

Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________
Author ______________________
Today I read pages ______ - ______

This book was about ______________________

New Words
______ = ______
______ = ______
______ = ______

Writing (10+ minutes)

Topic ______________________

Your thoughts ______________________

Handout 8

Handout 8, Transparency 5

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▼ Activities

▼ Second Activity: 10 Minutes

Journal Writing

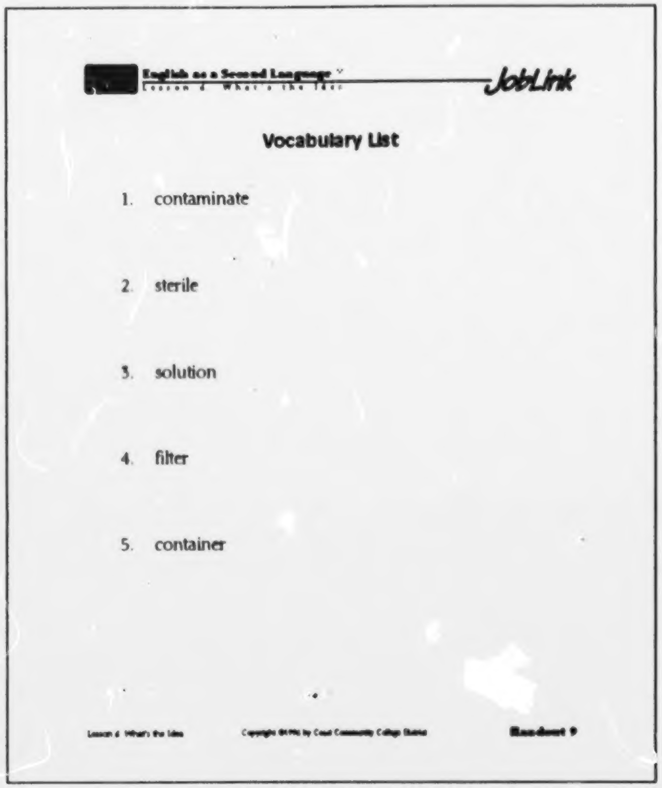
1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from SUSTAINED SILENT READING. Students may share journal entries if they wish.

(H-8, T-5) Handout Transparency

2. Using "Reading/Writing Warm-up", have students use the writing section of the handout for journal entries.

200

203



Vocabulary List

1. contaminate
2. sterile
3. solution
4. filter
5. container

Handout 9

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▼ *Activities*

▼ Third Activity: 15 Minutes

Vocabulary

1. Using the authentic company writings students were asked to bring, direct them to circle any words on the writings which they do not understand.
2. **Collect** the authentic company writings (*memos, work orders, flyers, etc.*) that students were asked to bring. Show them to students and **ask** which they would like to use for today's class. If more than one student brought the same piece of writing, that may be a good place to start.
3. **Choose** five words from one of the writings as the vocabulary to be studied during this class or use words from the Vocabulary List.
4. Determine if they know the definitions of these weekly vocabulary words, and how they relate to the company. **Say,** "Let's see if we can write some sentences that would **explain** what these words mean if we were talking to someone who doesn't work for JobLink."
5. **Write** these sentences on the board and have students copy them.
6. Each student should get a partner and read the sentences to the partner.

Activities

Fourth Activity: 15 Minutes

Important Facts or Details

1. **Distribute** a copy of Juan and Lucy to each student.
2. **Direct** them to follow along silently as you read Chapter 10 aloud to them.
3. After reading Chapter 10, **ask,**

   "What was the most important idea in that chapter?"

   Lead students to the correct answer and repeat the main idea. Briefly **explain** the importance of looking for the main idea when we read. **Explain** that this week's focus will again be on finding details or information.

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Activities

Fourth Activity: (continued)

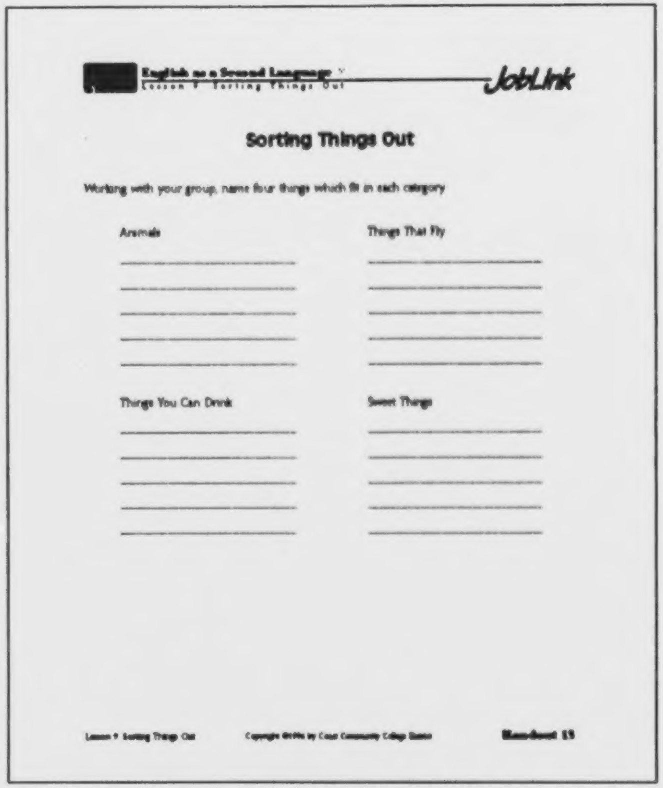
4. **Ask** the students the following questions: **True or False**
   - Why was Lucy's mother happy?
   - Who was getting married?
   - What did Lucy want?
   - When did she want it?

5. **Direct** the students to read Chapter 11. This can be done individually, in pairs, or volunteers may read aloud.

6. When they finish reading Chapter 11, **ask** students to tell three things that occurred. See if they can predict what will happen next in the story. **Explain** that predicting is another important reading skill.

7. Continue with Chapter 12, asking the following questions when students finish reading.
   - What are some things Lucy and Juan did?
   - What did Lucy want?
   - Who did not come home one night?
   - What happened?

8. **Collect** copies of Juan and Lucy, which are to be returned to your company. **Explain** that you will continue reading the story at the next class meeting.



English as a Second Language
Lesson 9: Sorting Things Out
JobLink

Sorting Things Out

Working with your group, name four things which fit in each category

Animals

_____
_____
_____
_____
_____

Things You Can Drink

_____
_____
_____
_____
_____

Things That Fly

_____
_____
_____
_____
_____

Sweet Things

_____
_____
_____
_____
_____

Lesson 9: Sorting Things Out   Copyright ©1996 by Coast Community College District   Handout 15

Handout 15, Transparency 12

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21)

Activities

Fifth Activity: 15 Minutes

"Sorting Things Out"

(H-18, T-72) Handout Transparency

1. **Pass out** and **project** "Sorting Things Out".
2. **Ask** students to work in groups of three or four. On each handout, are four categories. In their groups, the students must name at least four things that fit in that category. For instance, if the category is "Sports," the students might answer: soccer, tennis, basketball, and baseball. A variety of answers might be correct.
3. **Ask** students to volunteer answers. Check for comprehension.

Activities

Ending: 10 Minutes

1. If students have forgotten to bring flyers, memos, etc., **remind** them to bring these for vocabulary building for the next class.
2. Wish them well and **say** good-bye!

JobLink

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English as a Second Language

Improving Basic Skills

Lesson 10
Let's Get It In Order

Lesson Description

This lesson focuses on how to put information in chronological order. The students continue to read the book they began in lesson 6, and are asked to repeat back details of the story in chronological order. The students then do an activity to practice their new skills of putting events into the correct order.

Objectives

By completing this lesson, students will work in teams to:

1. **Understand** sequence of events.
2. **Explain** a story in chronological order.
3. **Understand** time related prepositions (before, after, etc.).

Materials Needed

Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music
6. Several pairs of scissors
7. Some candy or other treats/prizes

Transparencies

"Who Can You Find- #2" (Transparency 13)
"Reading/Writing Warm-Up" (Transparency 5)
"Order, Order, Order" (Transparency 14)

Handouts

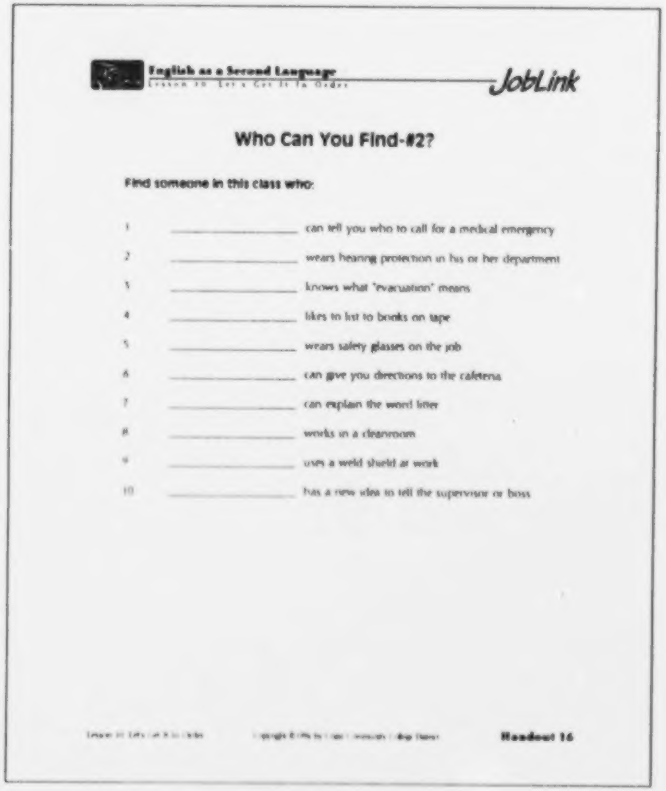
"Who Can You Find- #2" (Handout 16)
"Reading/Writing Warm-Up" (Handout 8)
"Order, Order, Order" (Handout 17)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	15 min.
Second Activity- Large Group	10 min.
Third Activity- Partners (2)	20 min.
Fourth Activity- Large Group	20 min.
Ending- Large Group	15 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet



English as a Second Language
Lesson 10: Let's Get It In Order
JobLink

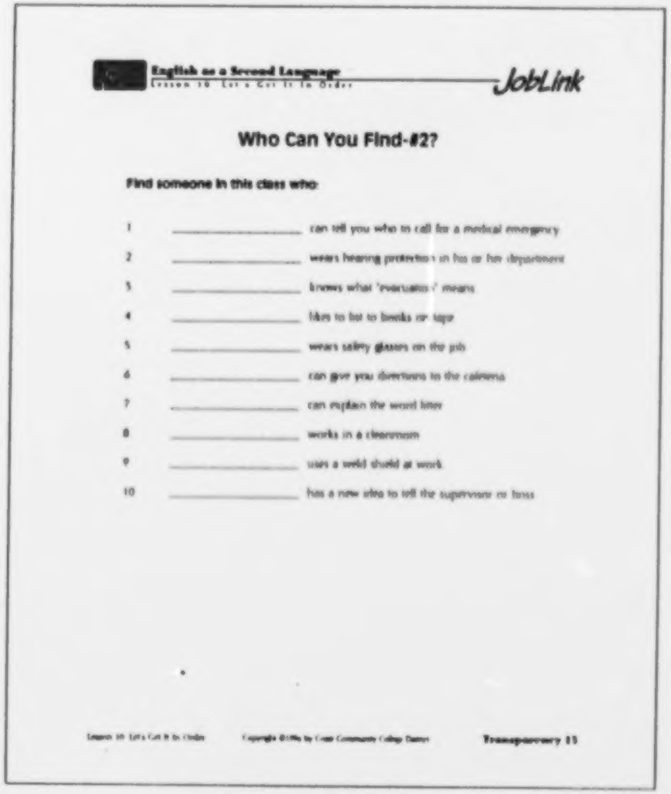
Who Can You Find-#2?

Find someone in this class who:

1 ______________ can tell you who to call for a medical emergency
2 ______________ wears hearing protection in his or her department
3 ______________ knows what "evacuation" means
4 ______________ likes to list to books on tape
5 ______________ wears safety glasses on the job
6 ______________ can give you directions to the cafeteria
7 ______________ can explain the word litter
8 ______________ works in a cleanroom
9 ______________ uses a weld shield at work
10 ______________ has a new idea to tell the supervisor or boss

Handout 16

Handout 16



English as a Second Language
Lesson 10: Let's Get It In Order
JobLink

Who Can You Find-#2?

Find someone in this class who:

1 ______________ can tell you who to call for a medical emergency
2 ______________ wears hearing protection in his or her department
3 ______________ knows what "evacuation" means
4 ______________ likes to list to books on tape
5 ______________ wears safety glasses on the job
6 ______________ can give you directions to the cafeteria
7 ______________ can explain the word litter
8 ______________ works in a cleanroom
9 ______________ uses a weld shield at work
10 ______________ has a new idea to tell the supervisor or boss

Transparency 13

Transparency 13

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Activities

Opening: 10 Minutes

Before class, make sure the room is set up attractively. Have soft music playing.

"Who Can You Find- #2?"

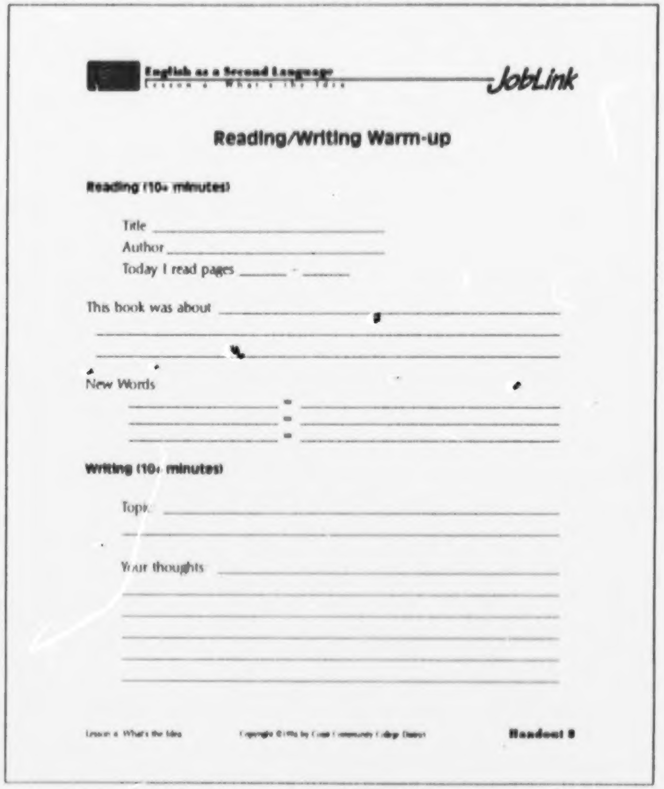
1. **Welcome** students and ask how their week has been.

(H-10) Handout

2. Give each student a copy of "Who Can You Find- #2?". **Explain** that they are to find a different class member to sign each space.
3. **Allow** approximately 5 minutes for them to find a different person to sign each line.

(T-10) Transparency

4. When most or all of the class members have completed the people search, use transparency to write down some of their responses.
5. **Discuss** the responses and students' varying responses, especially those regarding ideas or suggestions.



English as a Second Language

JobLink

Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________
Author ______________________
Today I read pages ______ - ______

This book was about ______________________

New Words
______ = ______
______ = ______
______ = ______

Writing (10+ minutes)

Topic ______________________

Your thoughts ______________________

Handout 8

Handout 8, Transparency 5

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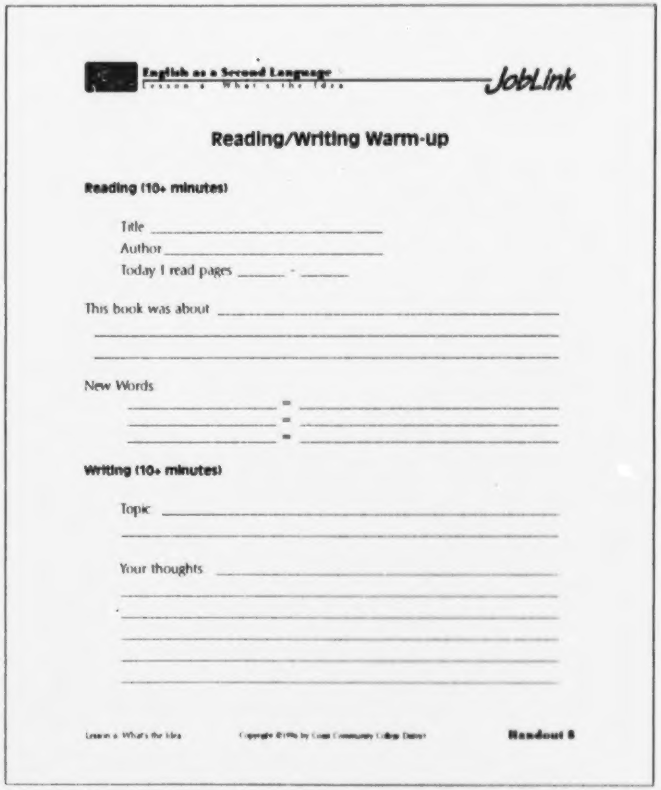
Activities

First Activity: 15 Minutes

Sustained Silent Reading

1. **Ask** students if they are enjoying what they are reading. Have they learned anything new, been entertained, or maybe even bored (although we hope not)? Have they talked to one another, their families, friends about something they may have read?
2. Spend a few moments sharing/discussing what you/they have read during the past 4 weeks.
3. (H-8, T-5) Handout Transparency

   Using "Reading/Writing Warm-up," demonstrate and have students fill in the appropriate information for the reading section of the handout.



English as a Second Language
JobLink

Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________________
Author ______________________________
Today I read pages ______ - ______

This book was about ______________________________
____
____

New Words
______________ = ______________________
______________ = ______________________
______________ = ______________________

Writing (10+ minutes)

Topic ______________________________
____

Your thoughts ______________________________
____
____
____
____
____

Handout 8

Handout 8, Transparency 5

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Activities

Second Activity: 10 Minutes

Journal Writing

1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from Sustained Silent Reading. Students may share journal entries if they wish.

(H-8, T-5) Handout Transparency

2. Using "Reading/Writing Warm-up," have students use the writing section of the handout for journal entries.

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Activities

Third Activity: 20 Minutes

The Order or Sequence of Events

1. **Distribute** a copy of Juan and Lucy to each student.
2. **Direct** them to follow along silently as you read Chapter 10 aloud to them.
3. After reading Chapter 13, **ask,** "What was the first thing that happened in this whole story?" Try to establish the chronology of the story, using the main ideas of the chapters, along with any important details. **Explain** that this week's focus will be on deciding the order of events in a story.

Activities

Third Activity: (continued)

4. **Ask** the students the following questions: **True or False**
    - They had a real wedding before they told the truth.
    - Lucy went to see a doctor before Juan went to see the doctor.
    - They had three children and then adopted a baby.

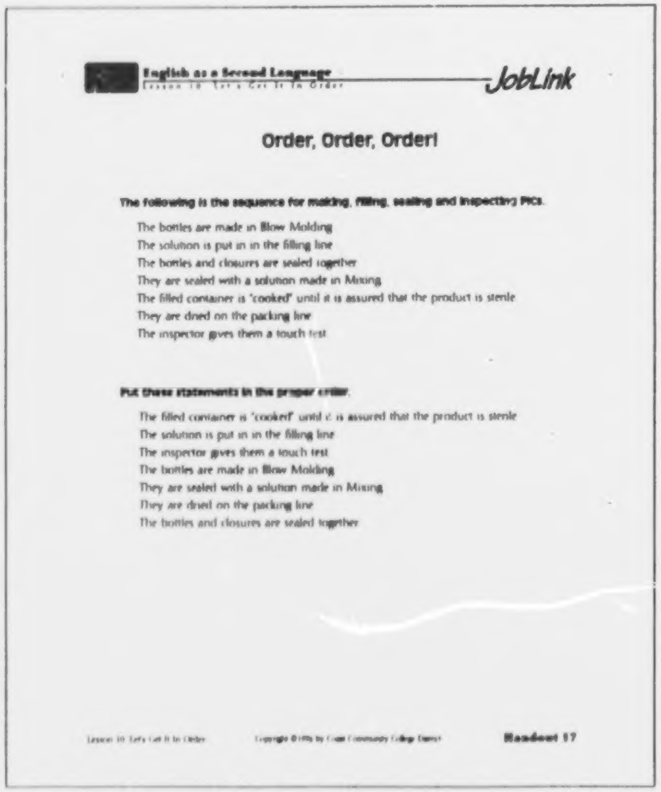
5. **Direct** the students to read Chapter 14. This can be done individually, in pairs, or volunteers may read aloud.

6. When they finish reading Chapter 14, **ask** students to **tell** three things that occurred. See if they can use prepositions such as "before" and "after". If time permits, check students' ability to put the events of the entire story in chronological order.

7. **Collect** copies of Juan and Lucy.

245

241



Order, Order, Order!

The following is the sequence for making, filling, sealing and inspecting PICs.

The bottles are made in Blow Molding
The solution is put in in the filling line
The bottles and closures are sealed together
They are sealed with a solution made in Mixing
The filled container is "cooked" until it is assured that the product is sterile
They are dried on the packing line
The inspector gives them a touch test

Put these statements in the proper order.

The filled container is "cooked" until it is assured that the product is sterile
The solution is put in in the filling line
The inspector gives them a touch test
The bottles are made in Blow Molding
They are sealed with a solution made in Mixing
They are dried on the packing line
The bottles and closures are sealed together

Handout 17, Transparency 14

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Activities

Fourth Activity: 20 Minutes

Order, Order, Order!

1. **Remind** students of the idea of jobs having a certain order.

   For instance, if we're going to eat a peanut butter and jelly sandwich, we don't begin with the eating. First, we have to get out the bread, peanut butter, and jelly. Next, we have to spread the peanut butter and jelly on the bread. Then, we put another slice of bread on top of the peanut butter and jelly. Before we eat the sandwich, we might cut it and put it on a plate. Finally, we get to eat! Relate this to their jobs, which have sequence or order.

(H-17, T-18)
Handout
Transparency

2. **Divide** students into groups of four.

   Each group should get one "Order, Order, Order" handout and a pair of scissors. Each person in the group should cut two sentence strips from the page. After all the strips are cut, the students should take turns reading their strips and then placing them in the correct order. The group which finishes first, and has all the steps correct, receives a prize *(candy treats, pencils, etc.)* Have groups compare their answers to determine the winners. Be sure to point out the importance of words like "first, next, then, before, and finally."

Activities

Ending: 15 Minutes

1. **Remind** students to try to use some of the skills they are learning in class in other areas of their lives *(i.e., on the job, at home, while watching TV, etc.)*
2. **Remind** them that the next class will be the last in this series. **Remind** them to bring any memos, work orders, etc., that have confusing vocabulary.
3. **Say** good-bye!

JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 11
Keeping Things In Order

Lesson Description

This lesson continues to focus on chronological order. The students will practice telling a story in chronological order and do more exercises practicing putting information in the correct order. Finally, each student evaluates their own progress in the class.

Objectives

By completing this lesson, students will work in teams to:

1. **Explain** a story in chronological order
2. **Explain** the importance of understanding the main idea, finding the most important facts and information, and being able to put all the facts in chronological order.

Materials Needed

Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music
6. Several pairs of scissors
7. Some candy or other treats/prizes

Transparencies

"Let's Make a House Or A Boat" (Transparency 15)
"Reading/Writing Warm-Up" (Transparency 5)
"How Are We Doing?" (Transparency 16)
"A Busy Day" (Transparency 17)

Materials Needed

Handouts

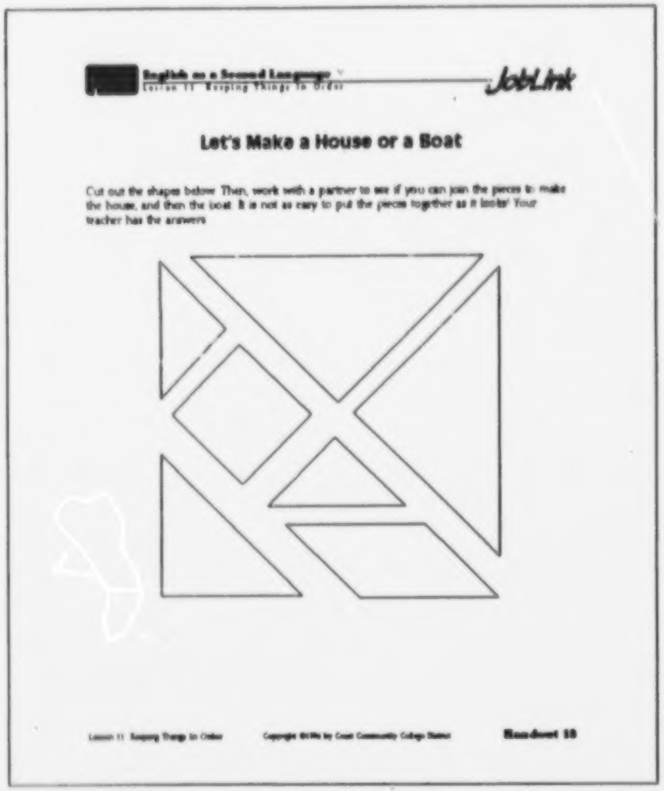
"'Let's Make a House Or A Boat" (Handout 18)
"Reading/Writing Warm-Up" (Handout 8)
"How Are We Doing?" (Handout 19)
"A Busy Day" (Handout 20)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Large Group	15 min.
Second Activity- Large Group	10 min.
Third Activity- Partners (2)	10 min.
Fourth Activity- Large Group	30 min.
Fifth Activity- Small Groups	15 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet



English as a Second Language
Lesson 11: Keeping Things In Order
JobLink

Let's Make a House or a Boat

Cut out the shapes below. Then, work with a partner to see if you can join the pieces to make the house, and then the boat. It is not as easy to put the pieces together as it looks! Your teacher has the answers.

Lesson 11: Keeping Things In Order Copyright ©1996 by Coast Community College District Handout 18

Handout 18, Transparency 15

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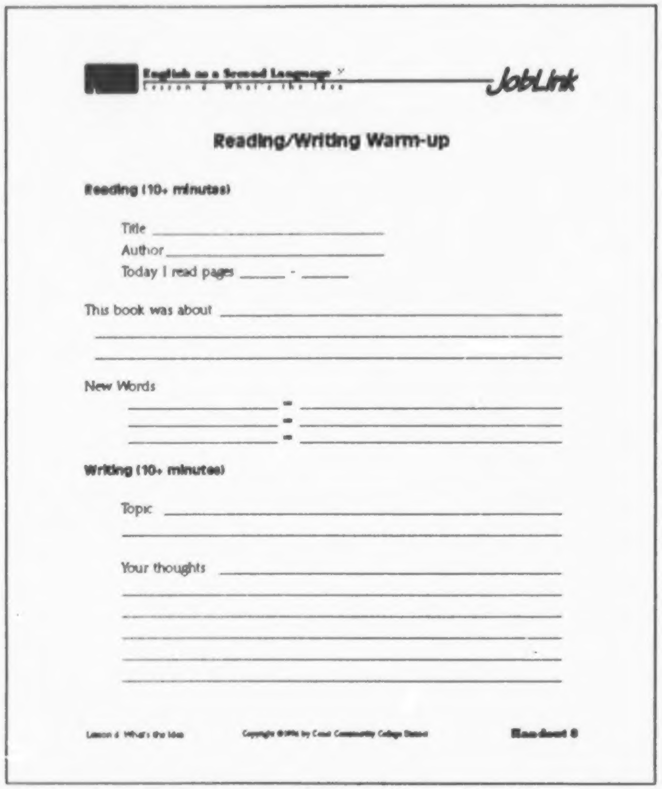
Activities

Opening: 10 Minutes

Before class, make sure the room is set up attractively. Have soft music playing.

"Let's Make a House or a Boat"

1. **Welcome** students and **ask** how their week has been.
2. Give each student a copy of "Let's Make a House or a Boat."
3. **Allow** approximately 5 minutes for them to cut out the shapes and fit them together into the shape of a house or a boat..
4. When most or all of the class members have finished creating a house or a boat, use transparency to have students demonstrate. **Ask** them to tell the class what they did. If possible, model their directions with sequence words such as, "First, place… Next, put…"



JobLink

Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________

Author ______________________

Today I read pages _____ - _____

This book was about ______________________

New Words

_____________ = ______________

_____________ = ______________

_____________ = ______________

Writing (10+ minutes)

Topic ______________________

Your thoughts ______________________

Handout 8, Transparency 5

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Activities

First Activity: 15 Minutes

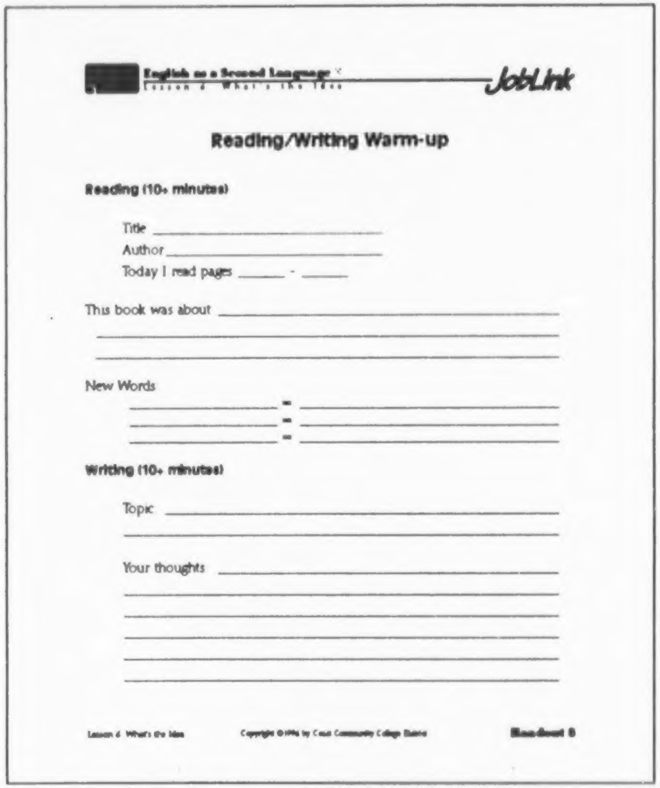
Sustained Silent Reading

1. **Ask** students if they are enjoying what they are reading. Have they learned anything new, been entertained, or maybe even bored (although we hope not)? Have they talked to one another, their families, friends about something they may have read?

2. Spend a few moments sharing/discussing what you/they have read during the past 5 weeks.

[illegible] Handout Transparency

3. Using "Reading/Writing Warm-up," demonstrate and have students fill in the appropriate information for the reading section of the handout.



Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________

Author ______________________

Today I read pages ______ - ______

This book was about ______________________

New Words

______ = ______

______ = ______

______ = ______

Writing (10+ minutes)

Topic ______________________

Your thoughts ______________________

Handout 8, Transparency 5

206

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207

Activities

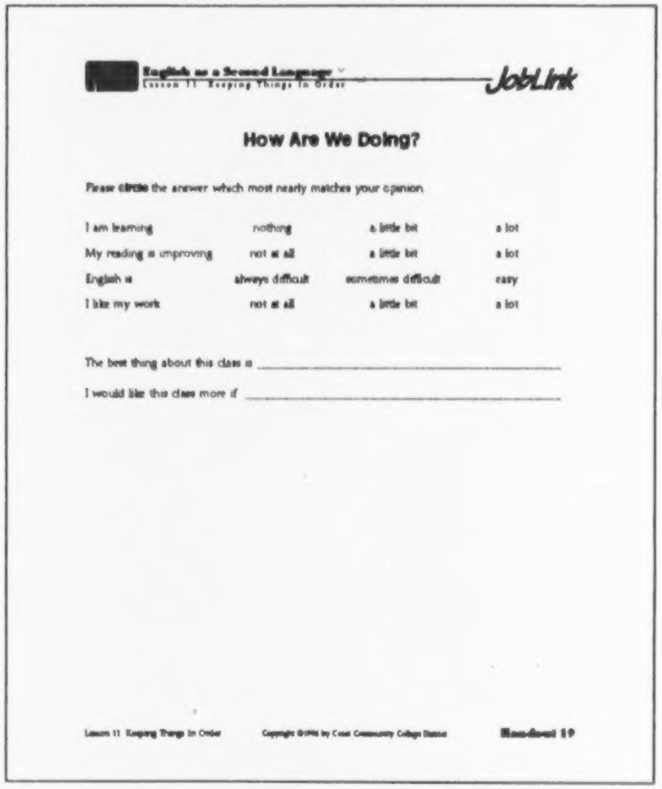
Second Activity: 10 Minutes

Journal Writing

1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from Sustained Silent Reading. Students may share journal entries if they wish.

(H-8, T-5) Handout Transparency

2. Using "Reading/Writing Warm-up," have students use the writing section of the handout for journal entries.



English as a Second Language
Lesson 11: Keeping Things In Order
JobLink

How Are We Doing?

Please circle the answer which most nearly matches your opinion.

I am learning	nothing	a little bit	a lot
My reading is improving	not at all	a little bit	a lot
English is	always difficult	sometimes difficult	easy
I like my work	not at all	a little bit	a lot

The best thing about this class is ______________________

I would like this class more if ______________________

Lesson 11: Keeping Things In Order
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Handout 19

Handout 19, Transparency 16

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▼ *Activities*

▼ Third Activity: 10 Minutes

Self Evaluation

1. Using "How are We Doing", **ask** students to evaluate themselves and the class. **Explain** that they should circle the answer which nearly matches their opinion.

2. If students wish, **discuss** their answers.

Activities

Fourth Activity: 30 Minutes

The Order or Sequence of Events

1. **Distribute** a story/article to each student.

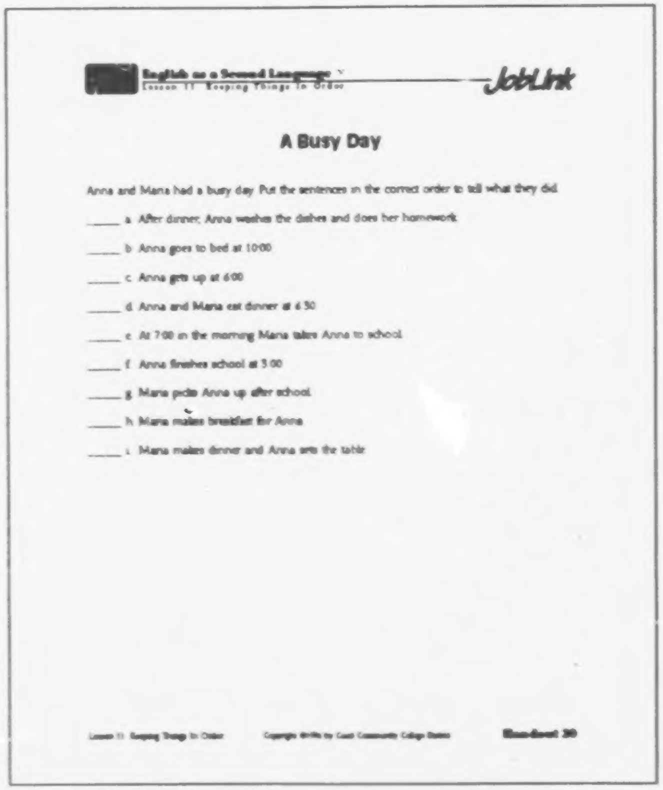
2. **Direct** them to follow along silently as you read aloud to them.

3. After reading the story, **ask,** "What was the first thing that happened in this whole story?"

   Try to establish the chronology of the story, using the main ideas of the chapters, along with any important details. **Explain** that this week's focus will be on deciding the order of events in a story.

4. Talk about the story, the main idea, important details and **ask** students to **tell** the order of events in the story. **Write** the events in order on the board.

5. **Direct** the students to choose a partner and **tell** the story in their own words.



English as a Second Language
Lesson 11: Keeping Things In Order
JobLink

A Busy Day

Anna and Maria had a busy day. Put the sentences in the correct order to tell what they did.

_____ a. After dinner, Anna washes the dishes and does her homework.

_____ b. Anna goes to bed at 10:00.

_____ c. Anna gets up at 6:00.

_____ d. Anna and Maria eat dinner at 6:30.

_____ e. At 7:00 in the morning Maria takes Anna to school.

_____ f. Anna finishes school at 3:00.

_____ g. Maria picks Anna up after school.

_____ h. Maria makes breakfast for Anna.

_____ i. Maria makes dinner and Anna sets the table.

Lesson 11: Keeping Things In Order Copyright ©1996 by Coast Community College District Handout 20

Handout 20, Transparency 17

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Activities

Fifth Activity: 15 Minutes

A Busy Day!

04-38, 1-17
Handout
Transparency

1. **Distribute** and **project** "A Busy Day!". Direct students to put the events of the day in the correct order, numbering from 1-9.
2. Using the transparency to correct the students' responses.

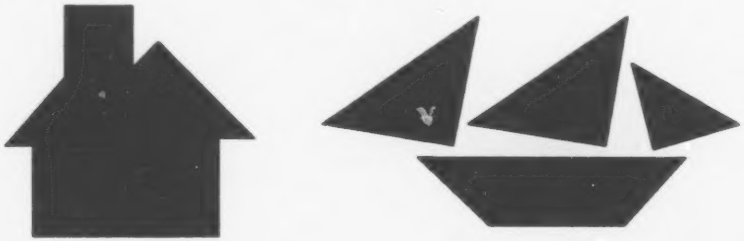
Activities

Ending: 5 Minutes

1. **Remind** students to try to use some of the skills they are learning in class in other areas of their lives *(i.e., on the job, at home, while watching TV, etc.)*

2. **Say** good-bye!

Answer to "Let's Make a House or Boat



JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 12
What's Your Style

Lesson Description

The first lesson in the introductory module builds rapport with the students. Students will have an opportunity to identify their own **personal learning styles**. Students will be introduced to the concept of *visual, auditory,* and *tactile* learning.

The instructor will present information about all three styles and explain how one's style can affect learning. Students will take a Learning Styles Inventory and then discuss how to take advantage of one's personal style to learn more quickly.

Finally, if time permits, students will divide into small groups to use the learning styles information to solve different workplace dilemmas. *(This lesson requires that the instructor thoroughly understand the information and have a good sense of timing.)*

Objectives

By completing this lesson, students will be able to:

1. **Identify** the purposes of the first worksite module.
2. **Define** several traits of visual, auditory, and tactile learners.
3. **Demonstrate** effective learning strategies for different learning styles.

Materials Needed

Hardware

1. Overhead projector and screen
2. Transparency pens
3. Calculators
4. Pencils and paper
5. Index cards (3x5)
6. Whiteboard marker
7. Timer to keep you on track

Transparencies

"Getting to Know You" (Transparency 18)
"Learning Styles" (Transparency 19)
"Learning Styles Inventory" (Trans. 20)
"Inventory Scoring" (Transparency 21)
"Learning Styles Suggestions" (Transparency 22)

Materials (cont'd)

Handouts

"Getting to Know You" (Handout 21)
"Learning Styles" (Handout 22)
"Learning Styles Inventory" (Handout 23)
"Inventory Scoring" (Handout 24)
"Learning Styles Suggestions" (Handout 25)

Classroom Setup

Total Time: 110 minutes

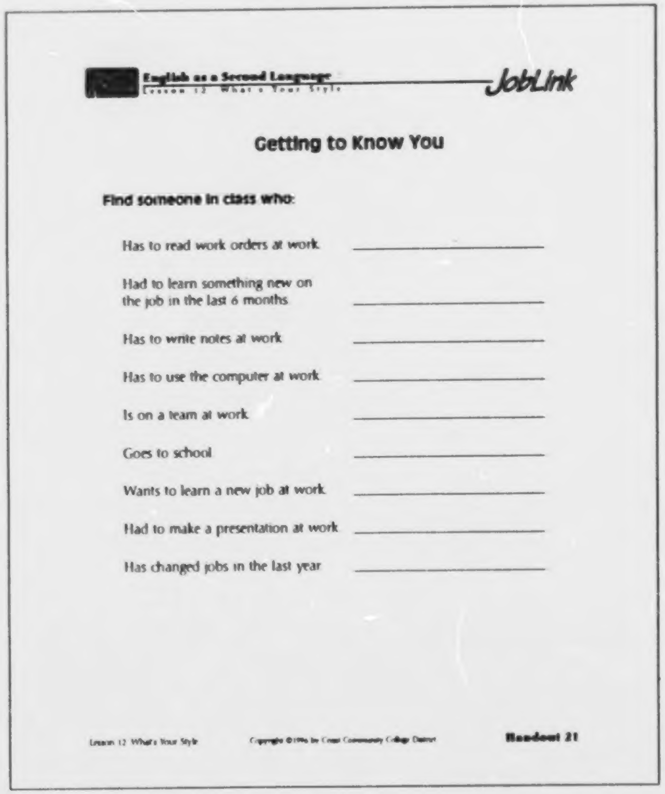
Opening- Large Group	20 min.
First Activity- Large Group	15 min.
Second Activity- Large Group	55 min.
Third Activity- Large Group	10 min.
Ending- Large Group	10 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

Activities

Opening: 20 minutes

1. Brief **introduction** of the instructor to the students.
2. **Explanation** of why they are in the class and what they hope to gain.



English as a Second Language — JobLink
Lesson 12: What's Your Style

Getting to Know You

Find someone in class who:

Has to read work orders at work ____________________

Had to learn something new on the job in the last 6 months ____________________

Has to write notes at work ____________________

Has to use the computer at work ____________________

Is on a team at work ____________________

Goes to school ____________________

Wants to learn a new job at work ____________________

Had to make a presentation at work ____________________

Has changed jobs in the last year ____________________

Lesson 12 What's Your Style **Handout 21**

Handout 21, Transparency 18

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Activities

First Activity: 15 minutes

(H-21, T-18) Handout Transparency

1. **Distribute** "Getting to Know You" to each student.

2. **Read** statements. Students have 5 minutes to find someone for each statement and to write that person's name in the space next to the statement. Once students have used someone's name, they cannot use the same name again.

3. When the time is up, go through the handout to find one student who has experienced the situation outlined in each statement.

4. **Explain** how the workplace is changing. The exercise shows how each of us is affected by the changes taking place in the workplace.

5. Have students put a star next to the statements on the "Getting to Know You" handout that affects them. **Explain** that all of us need to learn how to learn in order to be able to deal effectively with these changes. **Tell** students to think about how the information in this lesson will help them at work and at home. **Tell** them to hold on to this sheet. They will be using it at the end of class.

Activities

Second Activity: 55 minutes

Have paper in the middle of each table, and ask students to do the following:

1. "Using the paper on your table, take a minute and write your signature."
(This could also be done on a whiteboard or overhead for all to see.)

2. "Look at the signatures of the people around you. Do they all look the same? Your signature is unique! What else is unique about you?" Encourage students to **discuss** uniqueness: fingerprints, DNA, teeth...

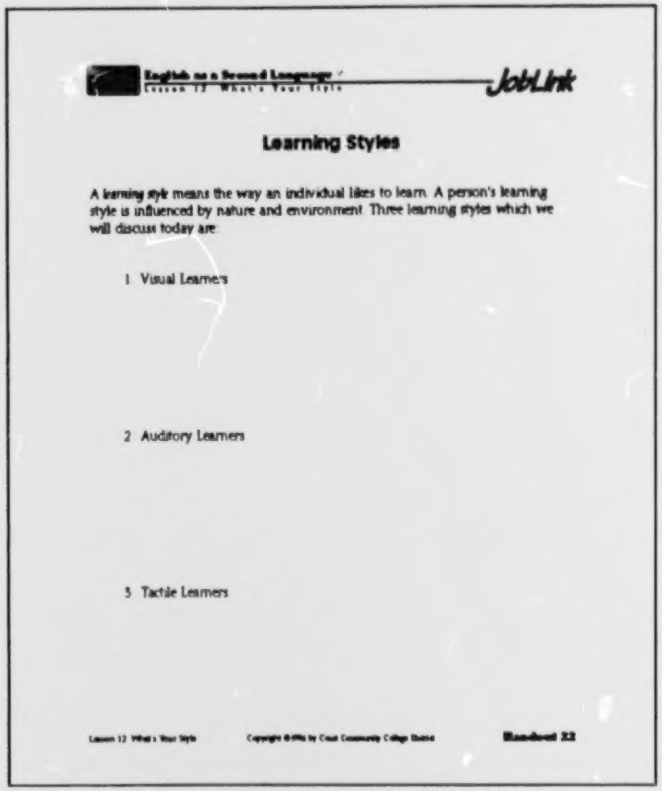
3. "Did you know that you also have a unique learning style? What do you think that means?"

4. "I like to think of a learning style like this:

"If you asked me to come over to your house and visit you, I would need directions. I would like you to **tell** me how to get to your house. If you asked my husband/wife to come to your house, he/she would like you to **write** down the directions. And if you asked my son, to come to your house, he would like you to draw him a map and **describe** how to get there by using **hand and body movements**." *(Demonstrate this one.)* "We all want to come to your house, but we all would want you to explain the directions in a different way.

"Which one of us asked for the right way? You are absolutely right–*there is no right way.*

"We each have a different learning style, and that is what we are going to be talking about today."



Learning Styles

A *learning style* means the way an individual likes to learn. A person's learning style is influenced by nature and environment. Three learning styles which we will discuss today are:

1. Visual Learners
2. Auditory Learners
3. Tactile Learners

Handout 22, Transparency 19

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Activities

Second Activity (continued)

H-22, T-19
Handout
Transparency

Distribute "Learning Styles"

Definition: *Give the following information to students:*

A **learning style** refers to an individual's natural, habitual, and preferred way of learning new information and skills. Everyone has a learning style, and it is a unique style. A person's style is influenced by nature and by environment. Today we are going to discuss three kinds of learning styles:

Visual
(Learn by seeing)

Auditory
(Learn by hearing and discussion)

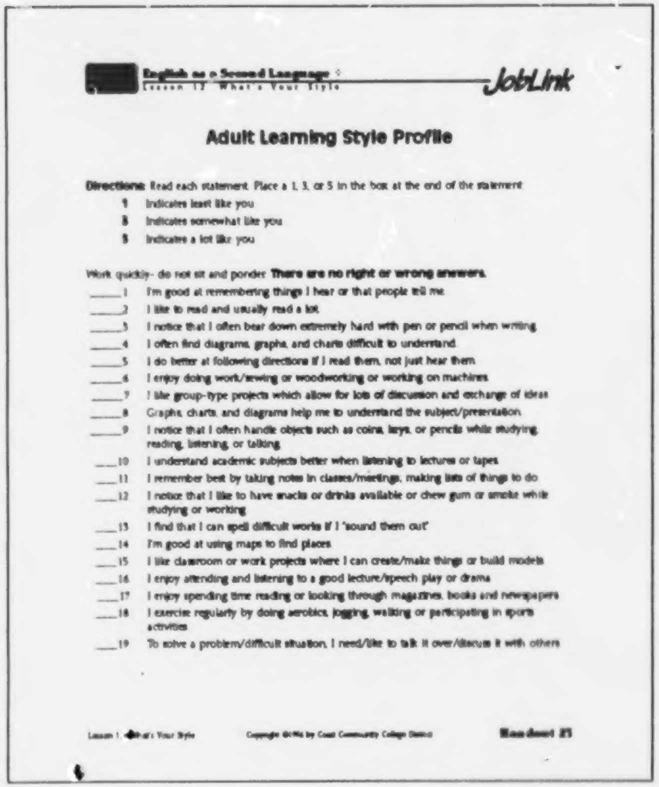
Tactile
(Learn by doing)

Say:

"A *visual learner* is one who learns best when he or she *sees* the information. Visual learners use their eyes to learn.

"An *auditory learner* is one who likes to *hear* the information. An auditory learner prefers to learn by listening to information. These learners use their ears to learn.

"A *tactile learner* learns best by *doing* or *moving* or by hands-on experiences. These learners do not like to get information by reading or hearing."



English as a Second Language
Lesson 12: What's Your Style
JobLink

Adult Learning Style Profile

Directions: Read each statement. Place a 1, 3, or 5 in the box at the end of the statement.
1 Indicates least like you
3 Indicates somewhat like you
5 Indicates a lot like you

Work quickly- do not sit and ponder. **There are no right or wrong answers.**

_____1 I'm good at remembering things I hear or that people tell me.
_____2 I like to read and usually read a lot.
_____3 I notice that I often bear down extremely hard with pen or pencil when writing.
_____4 I often find diagrams, graphs, and charts difficult to understand.
_____5 I do better at following directions if I read them, not just hear them.
_____6 I enjoy doing work/sewing or woodworking or working on machines.
_____7 I like group-type projects which allow for lots of discussion and exchange of ideas.
_____8 Graphs, charts, and diagrams help me to understand the subject/presentation.
_____9 I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening, or talking.
____10 I understand academic subjects better when listening to lectures or tapes.
____11 I remember best by taking notes in classes/meetings, making lists of things to do.
____12 I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working.
____13 I find that I can spell difficult words if I "sound them out."
____14 I'm good at using maps to find places.
____15 I like classroom or work projects where I can create/make things or build models.
____16 I enjoy attending and listening to a good lecture/speech play or drama.
____17 I enjoy spending time reading or looking through magazines, books and newspapers.
____18 I exercise regularly by doing aerobics, jogging, walking or participating in sports activities.
____19 To solve a problem/difficult situation, I need/like to talk it over/discuss it with others.

Lesson 12 What's Your Style
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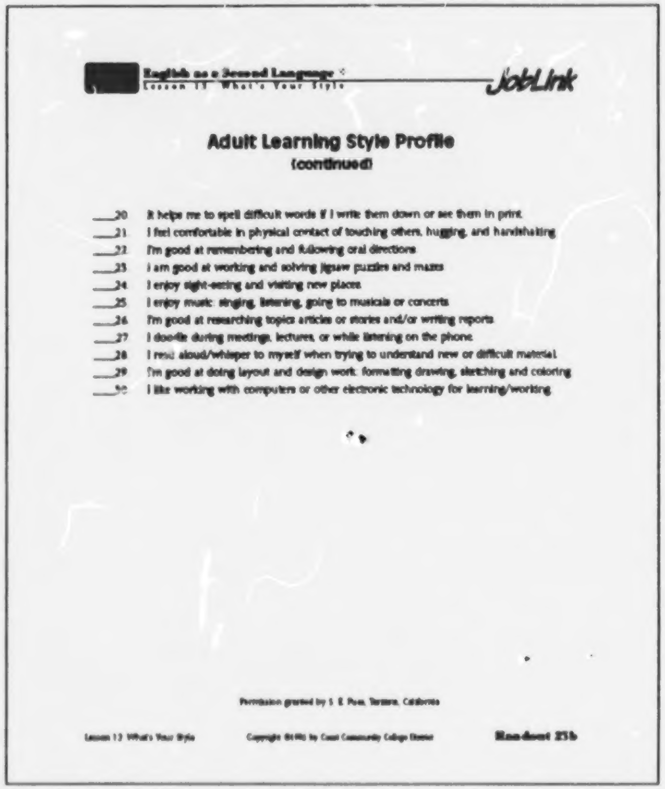
Handout 23



English as a Second Language
Lesson 12: What's Your Style
JobLink

Adult Learning Style Profile
(continued)

____20 It helps me to spell difficult words if I write them down or see them in print.
____21 I feel comfortable in physical contact of touching others, hugging, and handshaking.
____22 I'm good at remembering and following oral directions.
____23 I am good at working and solving jigsaw puzzles and mazes.
____24 I enjoy sight-seeing and visiting new places.
____25 I enjoy music: singing, listening, going to musicals or concerts.
____26 I'm good at researching topics articles or stories and/or writing reports.
____27 I doodle during meetings, lectures, or while listening on the phone.
____28 I read aloud/whisper to myself when trying to understand new or difficult material.
____29 I'm good at doing layout and design work: formatting drawing, sketching and coloring.
____30 I like working with computers or other electronic technology for learning/working.

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Lesson 12 What's Your Style
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Handout 23b

Handout 23, Transparency 20

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Activities

Second Activity (continued)

Ask students:

"If you had to guess right now, what kind of learning style do you think you have? Next to your signature, **write** down your guess, and then we'll try to find out if you guessed correctly."

5. Two things to keep in mind:

One style is not "better" than another.

You use all three styles, but you probably prefer one and use one more frequently.

(H-23, T-20)
Handout
Transparency

Distribute "Learning Styles Inventory"

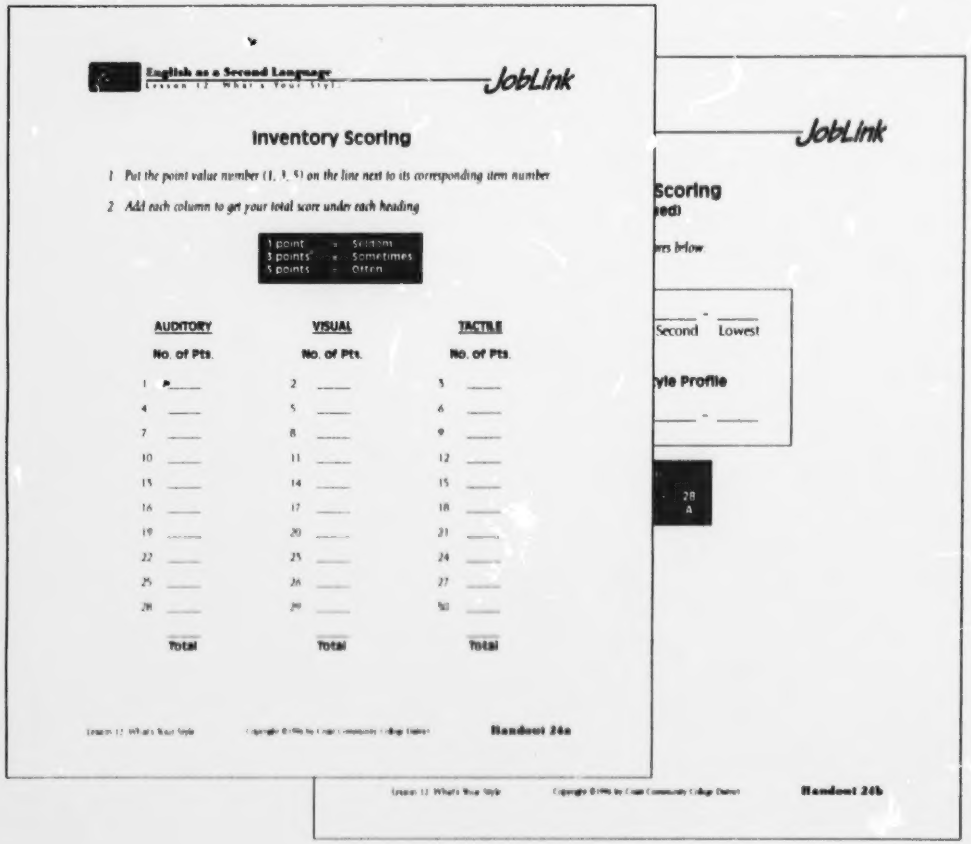
Explain to students:

6. "Now we are going to do this exercise together. We are going to read the questions together, and you are going to mark the answer that is right for you. Is there a right answer?"

NO! NO! NO!

"We will go through this exercise quickly. Don't think about each answer too long– I will read and explain the meaning and choose seldom, sometimes or often."

Read 1, 2, and 3 and make sure students understand how to score each question.



Inventory Scoring

1 Put the point value number (1, 3, 5) on the line next to its corresponding item number

2 Add each column to get your total score under each heading

1 point = Seldom
3 points = Sometimes
5 points = Often

AUDITORY No. of Pts.		**VISUAL** No. of Pts.		**TACTILE** No. of Pts.	
1	____	2	____	3	____
4	____	5	____	6	____
7	____	8	____	9	____
10	____	11	____	12	____
13	____	14	____	15	____
16	____	17	____	18	____
19	____	20	____	21	____
22	____	23	____	24	____
25	____	26	____	27	____
28	____	29	____	30	____
	Total		Total		Total

JobLink

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28
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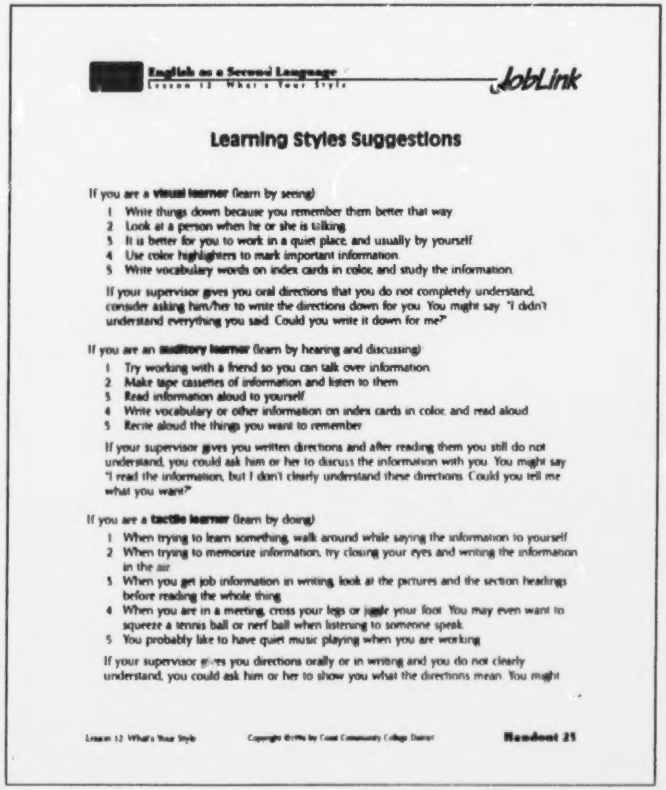
Handout 24, Transparency 21



Learning Styles Suggestions

If you are a **visual learner** (learn by seeing)

1 Write things down because you remember them better that way
2 Look at a person when he or she is talking
3 It is better for you to work in a quiet place, and usually by yourself
4 Use color highlighters to mark important information
5 Write vocabulary words on index cards in color, and study the information

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing)

1 Try working with a friend so you can talk over information
2 Make tape cassettes of information and listen to them
3 Read information aloud to yourself
4 Write vocabulary or other information on index cards in color, and read aloud
5 Recite aloud the things you want to remember

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing)

1 When trying to learn something, walk around while saying the information to yourself
2 When trying to memorize information, try closing your eyes and writing the information in the air
3 When you get job information in writing, look at the pictures and the section headings before reading the whole thing
4 When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak
5 You probably like to have quiet music playing when you are working

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might

Handout 25, Transparency 22

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Activities

Second Activity (continued)

"Learning Styles Inventory" (cont'd)

7. Complete the exercise as a group activity. Take the time needed to **explain** the vocabulary.

(H-24, T-21) Handout Transparency

Distribute "Inventory Scoring Sheet"

Have students use calculators.

8. Have students use the scoring sheet to enter their scores. Do it together. At this point take a survey on learners, styles and **show** "Inventory Scoring Sheet". How many visual learners? auditory? tactile?

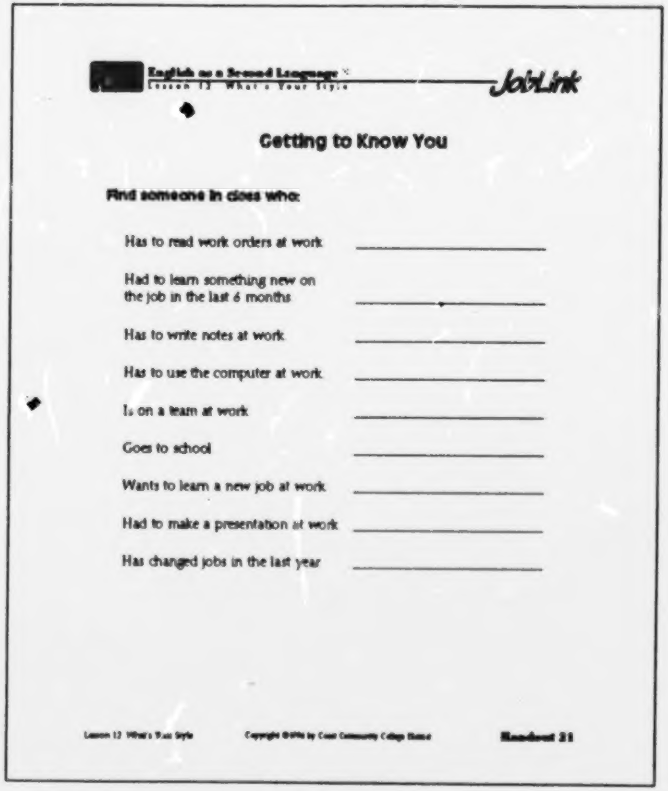
9. **Divide** students into three groups by type of learner. Pass out paper to all groups. Have students brainstorm in groups what they could say to a supervisor if they didn't understand training. Have groups share information with entire class.

(H-25, T-22) Handout Transparency

Distribute "Learning Styles Suggestions"

10. Hand out a sheet explaining 3 learning tips for each learning style.

Review with students different ways they can take advantage of the information they learned today. **Show** examples of how they can implement each suggestion. How can they go back to their jobs and use this information? **Ask** them to think about their styles during the week and to focus on how knowing their styles could help them in the workplace.



English as a Second Language
Lesson 12 What's Your Style
JobLink

Getting to Know You

Find someone in class who:

Has to read work orders at work ____________

Had to learn something new on the job in the last 6 months ____________

Has to write notes at work ____________

Has to use the computer at work ____________

Is on a team at work ____________

Goes to school ____________

Wants to learn a new job at work ____________

Had to make a presentation at work ____________

Has changed jobs in the last year ____________

Handout 21

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Activities

Third Activity: 10 minutes

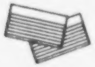
1. **Ask** students to look at "Getting to Know You" again.

   Would knowing how to learn help them with any of the items on this sheet? Which of the items are personal? Which are work-related?

2. **Remind** them that you asked them to think about how the information they learned in this lesson would help them at home and at work.

Activities

Ending: 10 minutes



1. **Hand out** 3x5 cards.

   On one side *ask* students to answer the question: "What did you like best about the class today?"

   On the other side *answer* this question: "How could today's class be improved?"

2. **Next** session we will be reading.

3. **Say** your good-byes!

JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 13
Its All In The Words You Use

Lesson Description

This lesson covers basic workplace vocabulary and the use of that vocabulary. Students are introduced to generic workplace vocabulary words and through the various exercises become familiar with the use of those words. The lessons ends with the students learning about workplace idioms.

▼ Objectives

By completing this lesson, students will be able to:

1. **Identify** 15 common workplace words.
2. **Use** all 15 words in sentences.
3. **Explain** the meaning of 3 common idioms.

▼ Materials Needed

▼ Hardware

1. Overhead projector
2. Flip chart

▼ Transparencies

"15 Workplace Words" (Transparency 23)
"The Matching Game" (Transparency 24)
"Using the Words" (Transparency 25)
"Workplace Idioms" (Transparency 26)

▼ Handouts

"The Matching Game" (Handout 26)
"Using the Words" (Handout 27)
"Workplace Idioms" (Handout 28)
"More Workplace Words" (Handout 29)

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Individually	20 min.
First Activity- Small Groups	25 min.
Second Activity- Small Groups	15 min.
Third Activity- Large Group	20 min.
Ending- Large Group	10 min.

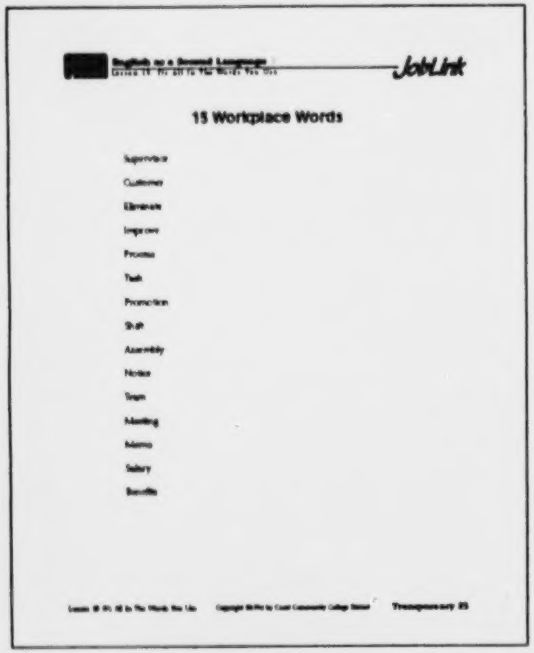
▼ Key

Hardware · Transparencies · Handouts · Large Group · Small Groups · Discussion · Sign-in Sheet

Activities

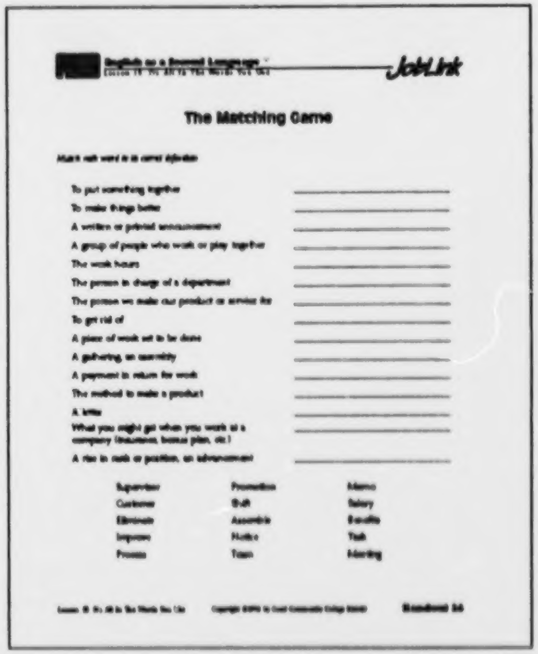
Opening: 20 Minutes

1. **Welcome** students.
2. Help students pick reading material for 10 minutes of reading.
3. Have students write in their journals for 10 minutes.



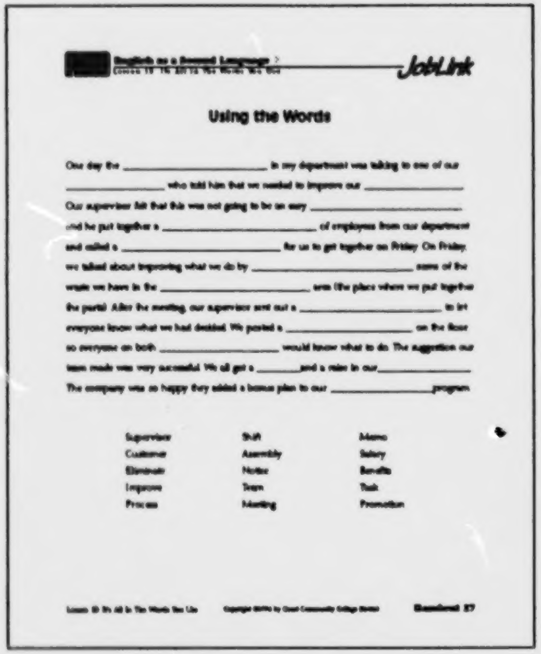
15 Workplace Words

Transparency 23



The Matching Game

Handout 26, Transparency 24



Using the Words

Handout 27, Transparency 25

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Activities

First Activity: 25 Minutes

(T-25) Transparency

1. **Introduce** the "15 Workplace Words".

(H-26, T-26) Handout Transparency

(H-27, T-25) Handout Transparency

2. **Put** students into small groups.

   Distribute "The Matching Game" and "Using the Words".

3. **Tell** students they need to match up the definition to the words on The Matching Game. **Tell** the students they can use their dictionaries if they have them available. **Explain** that when they are finished matching the words to the definitions they should try to put the correct words in the blanks in the "Using the Words" handout.

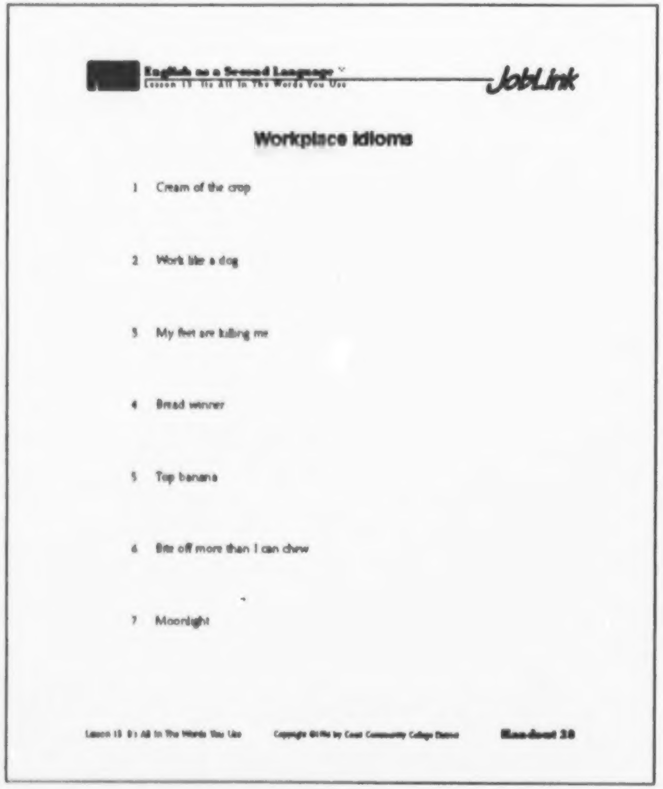
4. Have the groups fill out the handouts. If one group finishes much faster than another you can have the group that is finished alphabetize the vocabulary words.

5. **Place** the transparency on the overhead projector. Go over the correct answers. Make sure everyone understands the words and uses them properly.

Activities

Second Activity: 15 Minutes

1. Put the class into three groups. Give each group 5 words.
2. **Tell** each group to write a sentence using each word.
3. Have each group share their sentences.



English as a Second Language
Lesson 13: Its All In The Words You Use
JobLink

Workplace Idioms

1 Cream of the crop

2 Work like a dog

3 My feet are killing me

4 Bread winner

5 Top banana

6 Bite off more than I can chew

7 Moonlight

Lesson 13: Its All In The Words You Use
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Handout 28

Handout 28, Transparency 26

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Activities

Third Activity: 20 Minutes

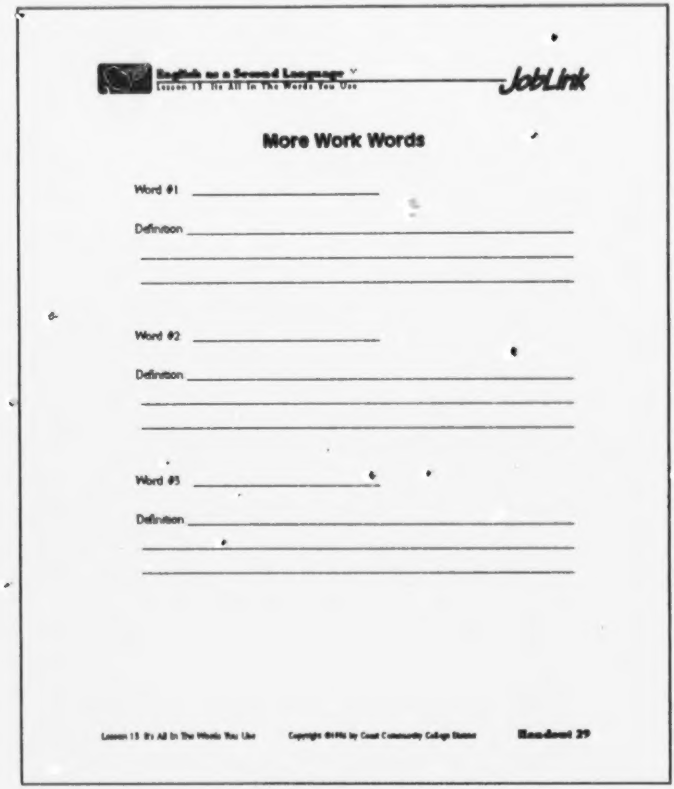
(H-20, T-20)
Handout
Transparency

1. **Distribute** and **project** "Workplace Idioms".

2. **Explain** that an idiom is an expression that is made of words that when put together mean something different than the words do separately. **Explain** that sometimes knowing the meaning of the word doesn't seem to help when the word is used in an idiom.

3. Go over the idioms. **Explain** what each idiom means.

4. **Ask** the students, Do you have any idioms in your language? **Ask** for examples.



English as a Second Language
Lesson 13: Its All In The Words You Use
JobLink

More Work Words

Word #1 ______

Definition ______

Word #2 ______

Definition ______

Word #3 ______

Definition ______

Lesson 13: Its All In The Words You Use
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Handout 29

Handout 29

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Activities

Ending: 10 Minutes

1. **Ask** the students to look for 3 new words at work this week. **Distribute** "More Work Words". **Tell** the students to fill it out by the next class.

2. **Thank** the class and **say** good-bye.

JobLink

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At

Work

English as a Second Language

Improving Basic Skills

Lesson 14
I Thought I Knew What I Was Supposed to Do

Lesson Description

This lesson focuses on the importance of reading and understanding directions before beginning a task and on writing clear, step-by-step directions.

Employees are asked to fill out the "Pre-Module Information Survey". They are asked to read and follow the directions on the survey. The first entry instructs them to read all of the directions before beginning. If they correctly read all of the directions first, they will read the last entry before beginning, which tells them that they don't have to fill out the survey after all.

Employees discuss the importance of carefully reading and following directions.

Employees are introduced to ordering words that are used in directions.

Employees write their own step-by-step directions.

Objectives

By completing this lesson, students will be able to:

1. **Understand** the importance of completely reading directions before beginning a task.
2. **Understand** and use vocabulary found in directions.
3. **Understand** and use ordering words.
4. **Write** step-by-step directions.

Materials Needed

Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

Transparencies

"Chronological Order" (Transparency 27)

"Organizing and Writing Step-by-Step Directions" (Transparency 28)

Handouts

"Pre-Module Information Survey" (Handout 30)

"Chronological Order" (Handout 31)

"Organizing and Writing Step-by-Step Directions" (Handout 32)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	25 min.
First Activity- Large Group	10 min.
Second Activity- Pairs	15 min.
Third Activity- Individual	35 min.
Ending- Large Group	5 min.

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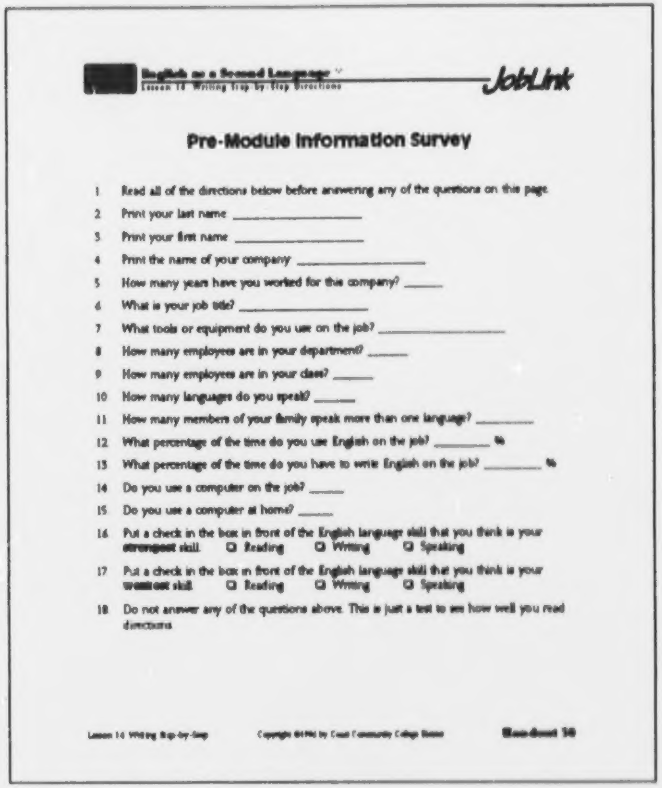
Key Hardware · Transparencies · Handouts · Large Group · Small Groups · Discussion · Sign-in Sheet

Activities

Opening: 25 Minutes

1. **Welcome.**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation.")
3. Journal Writing



English as a Second Language
Lesson 14: Writing Step-by-Step Directions
JobLink

Pre-Module Information Survey

1 Read all of the directions below before answering any of the questions on this page.
2 Print your last name ____________
3 Print your first name ____________
4 Print the name of your company ____________
5 How many years have you worked for this company? _____
6 What is your job title? ____________
7 What tools or equipment do you use on the job? ____________
8 How many employees are in your department? _____
9 How many employees are in your class? _____
10 How many languages do you speak? _____
11 How many members of your family speak more than one language? _____
12 What percentage of the time do you use English on the job? _____ %
13 What percentage of the time do you have to write English on the job? _____ %
14 Do you use a computer on the job? _____
15 Do you use a computer at home? _____
16 Put a check in the box in front of the English language skill that you think is your **strongest** skill. ☐ Reading ☐ Writing ☐ Speaking
17 Put a check in the box in front of the English language skill that you think is your **weakest** skill. ☐ Reading ☐ Writing ☐ Speaking
18 Do not answer any of the questions above. This is just a test to see how well you read directions.

Lesson 14: Writing Step-by-Step Copyright ©1996 by Coast Community College District **Handout 30**

Handout 30

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Activities

First Activity: 10 Minutes

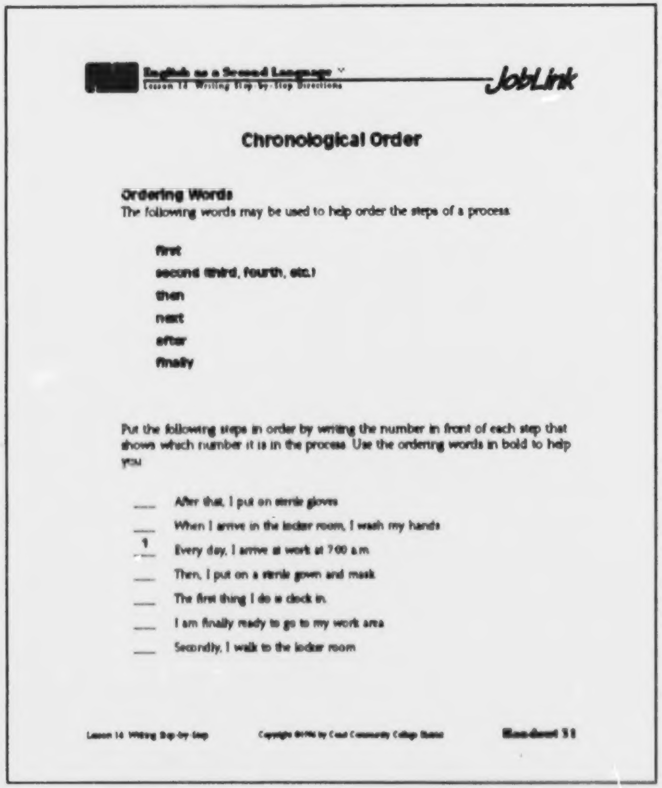
1. **Hand out** "Pre-Module Information Survey". *(This is not really a survey. It is an exercise about reading directions before beginning a task. The employees who read the directions first will notice that #18 informs them not to answer any of the questions. If they don't read all of the directions as asked, they will not know that they don't have to fill out the survey.)*

2. **Tell** the employees the following:
   "Fill out the survey yourselves. Please do not talk to your classmates."
   "Read the directions before filling out the survey."
   "The directions will tell you how to fill out the survey."
   "When you are finished, put your paper upside-down in front of you."

3. After 5 minutes, most of the employees will still be working on the survey. Interrupt them and **ask** them to read question #1 and then question #18.

4. Point out the importance of reading instructions before beginning a task.

5. **Ask** the employees for examples of times they made mistakes because they didn't read directions.



English as a Second Language
Lesson 14: Writing Step-by-Step Directions
JobLink

Chronological Order

Ordering Words
The following words may be used to help order the steps of a process

first
second (third, fourth, etc.)
then
next
after
finally

Put the following steps in order by writing the number in front of each step that shows which number it is in the process. Use the ordering words in bold to help you.

___ After that, I put on sterile gloves
___ When I arrive in the locker room, I wash my hands
1 Every day, I arrive at work at 7:00 a.m.
___ Then, I put on a sterile gown and mask
___ The first thing I do is clock in.
___ I am finally ready to go to my work area
___ Secondly, I walk to the locker room

Lesson 14: Writing Step-by-Step   Copyright ©1996 by Coast Community College District   Handout 31

Handout 31, Transparency 27

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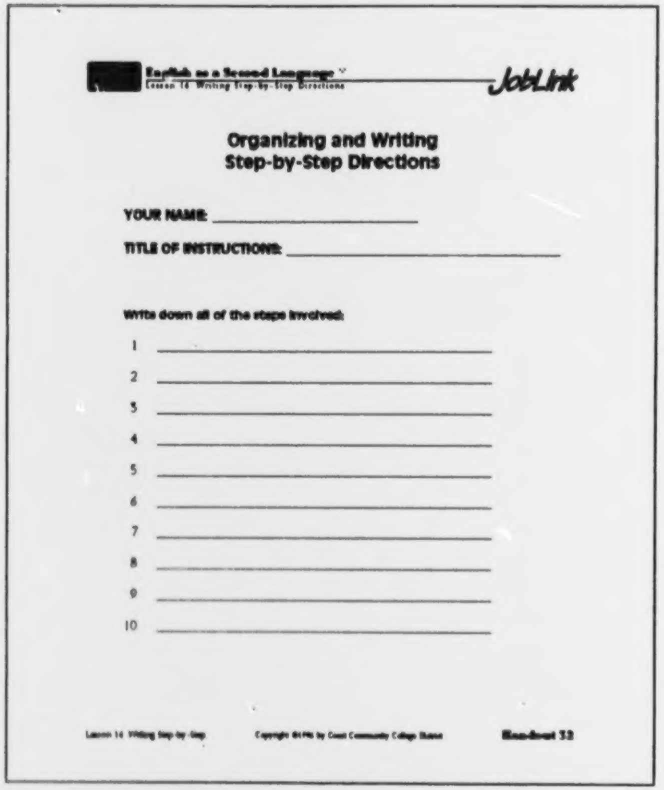
Activities

Second Activity: 15 Minutes

[illegible]
Handout
Transparency

1. **Explain** "Chronological Order".
2. Work in pairs on "Chronological Order".
3. **Write** the answers on the transparency.



English as a Second Language
Lesson 14: Writing Step-by-Step Directions
JobLink

Organizing and Writing Step-by-Step Directions

YOUR NAME: ____________________

TITLE OF INSTRUCTIONS: ____________________

Write down all of the steps involved:

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________
9 ____________________
10 ____________________

Handout 32

Handout 32, Transparency 28

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▼ Activities

▼ Third Activity: 35 Minutes

1. Employees work individually.

(T-38) Transparency

2. **Project** the transparency "Organizing and Writing Step-by-Step Directions" and pattern an example of a task that requires many steps to be done in order. *(Suggestions: calibrating a machine, gowning up, preparing the work station for the day's work, steps used to manufacture a product). Include the ordering words introduced in this lesson.*

(H-32) Handout

3. **Hand out** "Organizing and Writing Step-by-Step Directions".
4. **Explain** that employees will each be writing step-by-step directions. **Explain** that they will be passing their directions to another employee in the next lesson, so their directions must be clearly written and easy to read and understand.
5. Help employees choose their title and instruct them to **write** it on their handout.
6. **Remind** employees to use ordering words.
7. Employees **write** their step-by-step directions on the handout.
8. **Assist** with vocabulary, spelling, and editing.

Activities

Ending: 5 Minutes

1. **Save** written directions in notebooks for presentation in the next lesson.
2. **Say** good-bye.

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English as a Second Language

Improving Basic Skills

Lesson 15
Using Key Words To Take Notes

Lesson Description

This lesson focuses on taking notes with key words and on using key words to help understand directions.

Employees are read an example of step-by-step directions by the instructor. As they listen, they write down key words to help them remember the order of the directions and important information. They then read the same selection to themselves, finding and underlining the key words that they wrote while listening.

Employees break into groups of three or four. One-by-one, the directions they wrote in the previous lesson are passed around and read by the other members of the group. Each employee writes down key words for each set of directions. Employees compare the key words they chose for each set of directions with those chosen by the other members of the group.

Each employee retells one set of directions to the group. Accuracy is evaluated by the original writer.

Objectives

By completing this lesson, students will be able to:

1. **Demonstrate** the ability to use key words to take notes.
2. **Demonstrate** comprehension of written step-by-step directions.
3. **Accurately** recount step-by-step directions.

Materials Needed

Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

Handouts

"Organizing and Writing Step-by-Step Directions" (Handout 32 from previous lesson)

"Using Key Words to Take Notes" (Handout 33)

"What Key Words Did You Use?" (Handout 34)

"Evaluation" (Handout 35)

Classroom Set-up

Total Time: 90 minutes

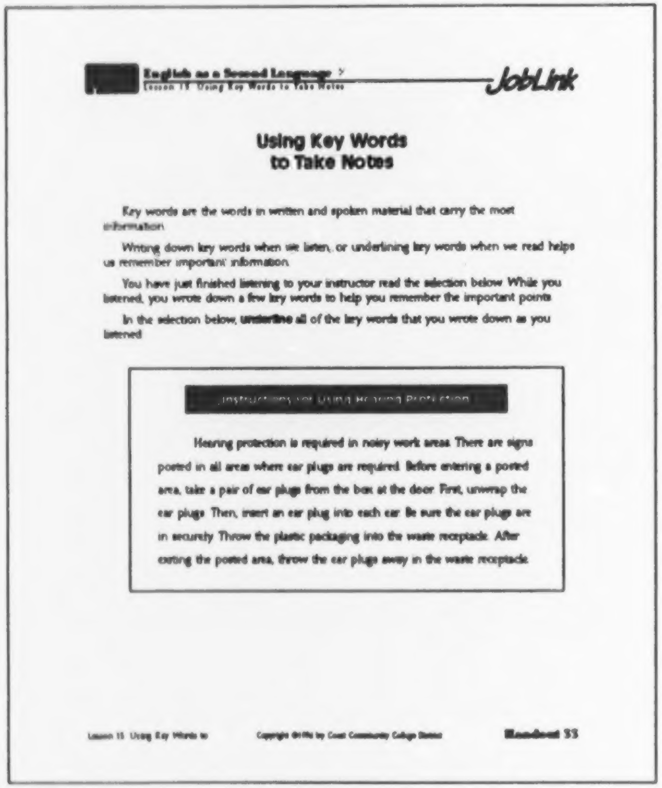
Opening- Large Group	25 min.
First Activity- Individual	10 min.
Second Activity- Small Groups	30 min.
Third Activity- Small Groups	20 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

▼ *Activities*

▼ Opening: 25 Minutes

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing



Using Key Words to Take Notes

Key words are the words in written and spoken material that carry the most information.

Writing down key words when we listen, or underlining key words when we read helps us remember important information.

You have just finished listening to your instructor read the selection below. While you listened, you wrote down a few key words to help you remember the important points.

In the selection below, **underline** all of the key words that you wrote down as you listened.

Instructions for Using Hearing Protection

Hearing protection is required in noisy work areas. There are signs posted in all areas where ear plugs are required. Before entering a posted area, take a pair of ear plugs from the box at the door. First, unwrap the ear plugs. Then, insert an ear plug into each ear. Be sure the ear plugs are in securely. Throw the plastic packaging into the waste receptacle. After exiting the posted area, throw the ear plugs away in the waste receptacle.

Handout 33

366
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367

▼ Activities

▼ First Activity: 10 Minutes

Note Taking

1. **Explain** the technique of note-taking. **Explain** that it is not physically possible to write down every word that a speaker says. Emphasize that **note-taking is not dictation.** Employees should only write down key words –only the words that contain important information.

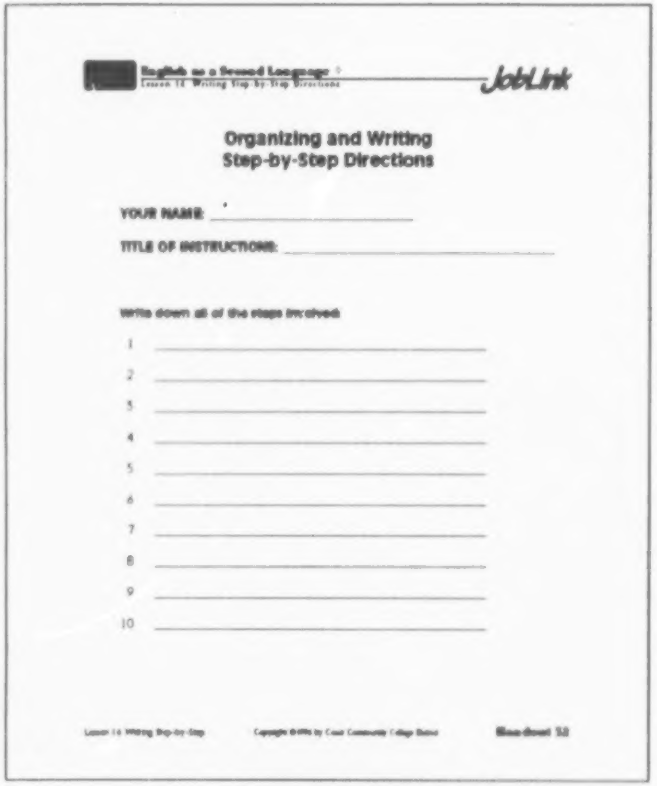
2. **Explain** that you will read a short selection one time only. Do this before passing out the handout.

3. Read aloud, one time only, Instructions for Using Hearing Protection found in the box of "Using Key Words to Take Notes".

4. While listening, employees write the key words on a piece of paper.

5. **Hand out** "Using Key Words to Take Notes". **Ask** each employee to read Instructions for Using Hearing Protection and to underline the key words that they wrote down while listening.

6. **Write** the employees' words on the transparency. **Discuss** why the employees chose certain words and bring to their attention any key words that they may have missed.



Organizing and Writing Step-by-Step Directions

YOUR NAME: ____________

TITLE OF INSTRUCTIONS: ____________

Write down all of the steps involved:

1 ____________
2 ____________
3 ____________
4 ____________
5 ____________
6 ____________
7 ____________
8 ____________
9 ____________
10 ____________

Handout 32

What Key Words Did You Use?

Your Name ____________

#1
Title ____________ By ____________
Key Words
Ordering Words

#2
Title ____________ By ____________
Key Words
Ordering Words

#3
Title ____________ By ____________
Key Words
Ordering Words

Handout 34

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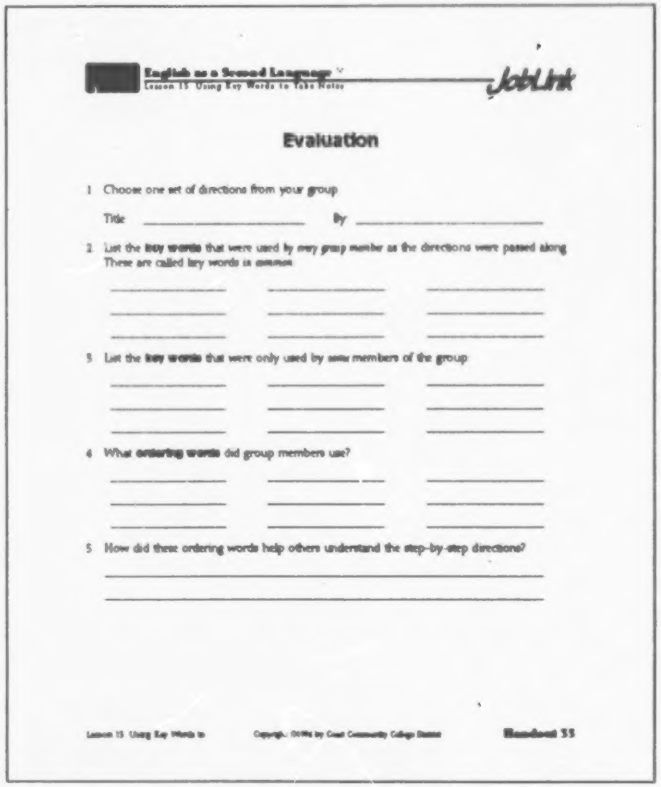
Activities

Second Activity: 30 Minutes

Understanding Directions

1. **Break** into small groups of 3-4 employees.
2. **Hand out** "What Key Words Did You Use?". Employees write their name at the top of the page. They keep their own handout throughout the remainder of this activity.
3. Employees **pass** the "Organizing and Writing Step-by-Step Directions" that they wrote in the previous lesson (Lesson 14) to another member of their group.
4. Employees **write** the title and author of the directions they receive in Box #1 of "What Key Words Did You Use?" (H-2).
5. Each employee silently **reads** the "Organizing and Writing Step-by-Step Directions" that they were given.
6. Employees look for key words and ordering words in the directions and write them in Box #1.
7. Employees keep their handout and **pass** the "Organizing and Writing Step-by-Step Directions" to another member of the group. They follow the same procedure with their new set of directions in Box #2, and so on, until all members of the group have read each set of directions and filled out a box for each one.



English as a Second Language
Lesson 15: Using Key Words to Take Notes
JobLink

Evaluation

1. Choose one set of directions from your group

Title ____________________ By ________________________

2. List the **key words** that were used by every group member as the directions were passed along. These are called key words in common.

____________ ____________ ____________
____________ ____________ ____________
____________ ____________ ____________

3. List the **key words** that were only used by some members of the group.

____________ ____________ ____________
____________ ____________ ____________
____________ ____________ ____________

4. What **ordering words** did group members use?

____________ ____________ ____________
____________ ____________ ____________
____________ ____________ ____________

5. How did these ordering words help others understand the step-by-step directions?

____
____

Lesson 15: Using Key Words to Take Notes   Copyright ©1996 by Coast Community College District   **Handout 35**

Handout 35

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Activities

Third Activity: 20 Minutes

Evaluation

1. **Hand out** "Evaluation".
2. As a group, employees decide on one set of directions to evaluate.
3. Employees work together to **compare** the key words and ordering words that each group member wrote down for the set of directions.
4. The evaluation includes listing all of key words that they chose in common and listing the key words that only some of them used.

Activities

Ending: 5 Minutes

1. **Summarize** the purpose of today's lesson.
2. **Say** good-bye.

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English as a Second Language

Improving Basic Skills

Lesson 16
Requesting, Giving, and Clarifying Directions

Lesson Description

The students are introduced to useful expressions to help them begin conversations. The steps in giving directions are explained and students are given the opportunity to practice by giving someone else directions to do their job.

Objectives

By completing this lesson, students will be able to:

1. **Use** many expressions to help them request, give, and clarify directions.
2. **Use** chronological order to write step-by-step workplace directions.

Materials Needed

Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or white board with markers

Transparencies

"Dialogue" (Transparency 29)

"Useful Expressions" (Transparency 30)

"Making Directions Easy to Understand" (Transparency 31)

Handouts

"Dialogue" (Handout 36)

"Useful Expressions" (Handout 37)

"Making Directions Easy to Understand" (Handout 38)

"Directions for the New Employee" (Handout 39)

Classroom Set-up

Total Time: 90 minutes

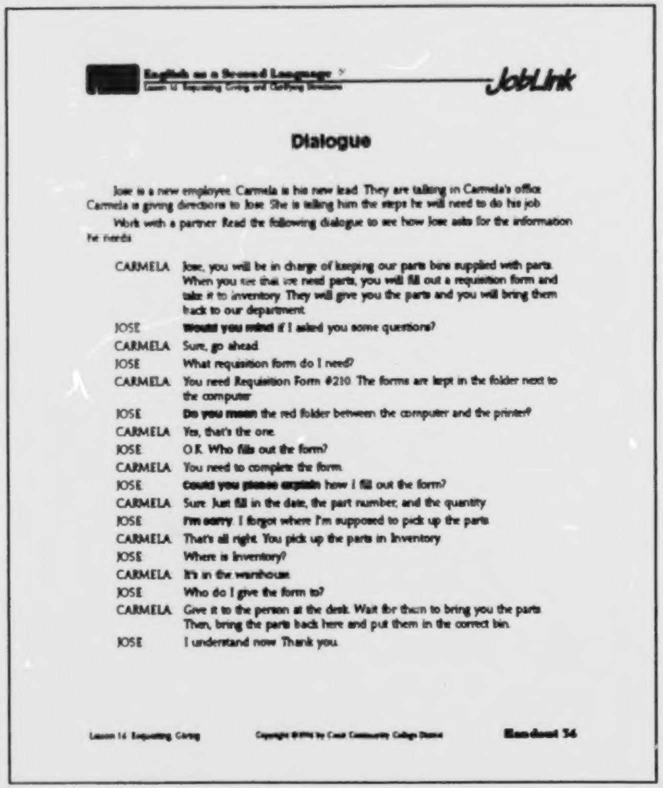
Opening- Individual	25 min.
First Activity- Large Group	10 min.
Second Activity- Large Group	10 min.
Third Activity- Large Group	20 min.
Fourth Activity- Pairs/Ind.	20 min.
Ending- Large Group	5 min.

Key	Hardware	Transparencies	Handouts	Large Group	Small Groups	Discussion	Sign-in Sheet

Activities

Opening: 25 Minutes

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing



Dialogue

Jose is a new employee. Carmela is his new lead. They are talking in Carmela's office. Carmela is giving directions to Jose. She is telling him the steps he will need to do his job.

Work with a partner. Read the following dialogue to see how Jose asks for the information he needs.

CARMELA	Jose, you will be in charge of keeping our parts bins supplied with parts. When you see that we need parts, you will fill out a requisition form and take it to inventory. They will give you the parts and you will bring them back to our department.
JOSE	**Would you mind** if I asked you some questions?
CARMELA	Sure, go ahead.
JOSE	What requisition form do I need?
CARMELA	You need Requisition Form #210. The forms are kept in the folder next to the computer.
JOSE	**Do you mean** the red folder between the computer and the printer?
CARMELA	Yes, that's the one.
JOSE	O.K. Who fills out the form?
CARMELA	You need to complete the form.
JOSE	**Could you please explain** how I fill out the form?
CARMELA	Sure. Just fill in the date, the part number, and the quantity.
JOSE	**I'm sorry.** I forgot where I'm supposed to pick up the parts.
CARMELA	That's all right. You pick up the parts in Inventory.
JOSE	Where is Inventory?
CARMELA	It's in the warehouse.
JOSE	Who do I give the form to?
CARMELA	Give it to the person at the desk. Wait for them to bring you the parts. Then, bring the parts back here and put them in the correct bin.
JOSE	I understand now. Thank you.

Handout 36, Transparency 29

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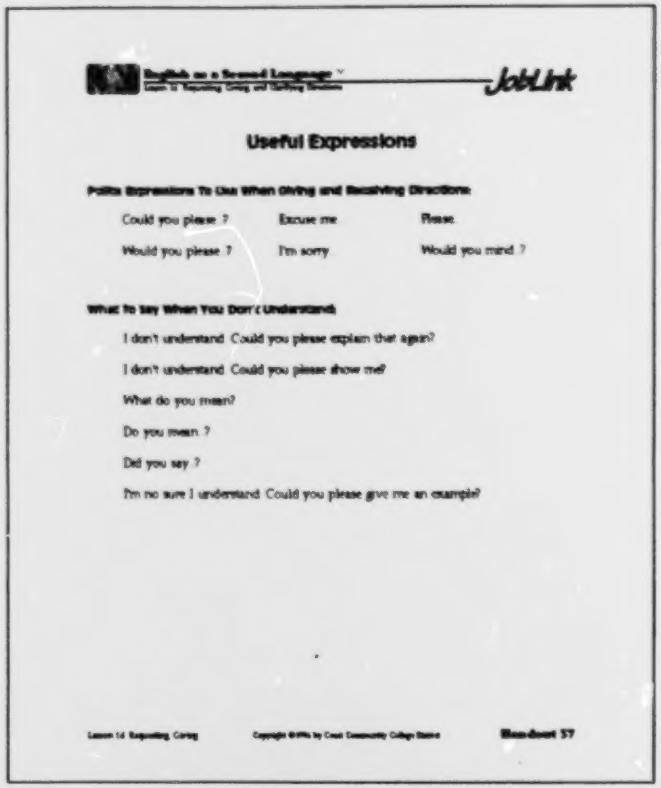
383

▼ *Activities*

▼ First Activity: 10 Minutes

1. **Distribute** and **project** "Dialogue".
2. As a class, read the introduction to the dialogue and define any difficult vocabulary.
3. **Ask** the students to read the dialogue individually to themselves. **Discuss** any comprehension questions which arise.
4. Have two volunteers read the dialogue to the class.
5. Then in pairs, have students read the dialogue aloud.



Useful Expressions

Polite Expressions To Use When Giving and Receiving Directions:

Could you please ? Excuse me Please
Would you please ? I'm sorry Would you mind ?

What To Say When You Don't Understand:

I don't understand. Could you please explain that again?

I don't understand. Could you please show me?

What do you mean?

Do you mean ?

Did you say ?

I'm no sure I understand. Could you please give me an example?

Handout 37, Transparency 30

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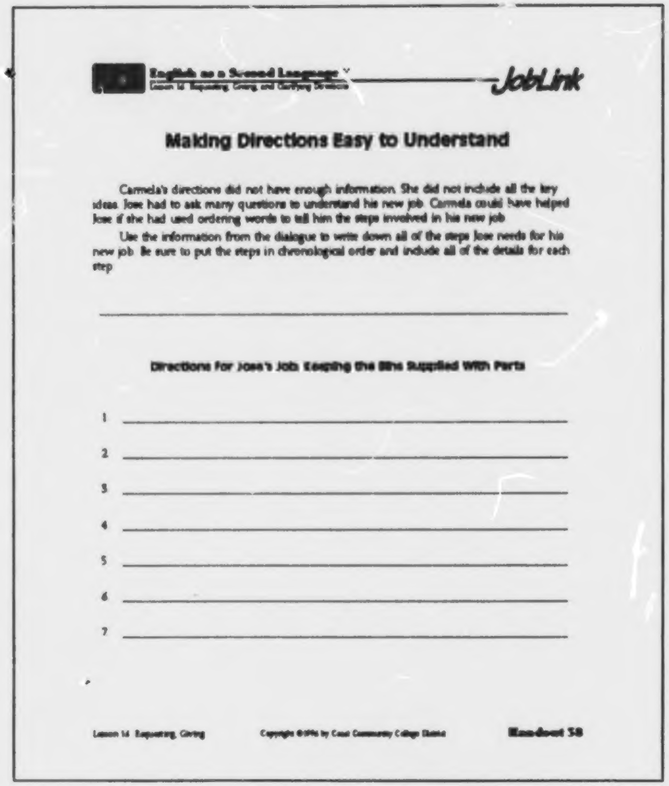
▼ Activities

▼ Second Activity: 10 Minutes

1. **Hand out** and **project** "Useful Expressions".
2. Read expressions as a class.
3. Look at "Dialogue" from previous activity. Underline the expressions from the "Useful Expressions" handout which are used in the dialogue.
4. **Assign** the expressions which were not used in the dialogue, one per student, to use in a sentence. You can do this verbally or in written form.



English as a Second Language

JobLink

Making Directions Easy to Understand

Carmela's directions did not have enough information. She did not include all the key ideas. Jose had to ask many questions to understand his new job. Carmela could have helped Jose if she had used ordering words to tell him the steps involved in his new job.

Use the information from the dialogue to write down all of the steps Jose needs for his new job. Be sure to put the steps in chronological order and include all of the details for each step.

Directions For Jose's Job: Keeping the Bins Supplied With Parts

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

7 ______________________________

Handout 38

Handout 38, Transparency 31

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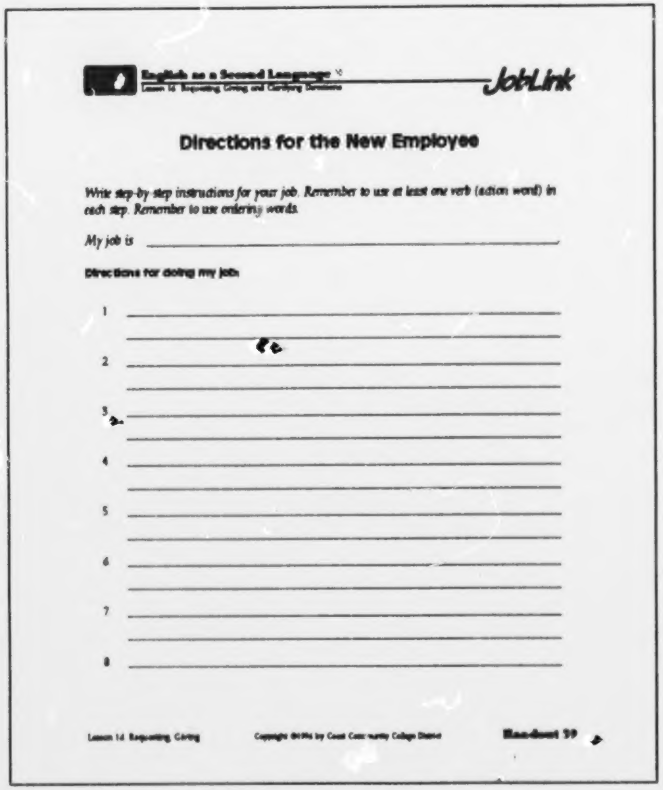
Activities

Third Activity: 20 Minutes

Handout Transparency

1. **Hand out** "Making Directions Easy to Understand" (H-3, T-3).
2. This exercise can be done as a class, in small groups, or individually *(based on the needs of your class).*
3. **Read** the instructions for the handout and **write** the directions for Jose's job.
4. When complete, have students **compare** answers with each other and **encourage** them to come to consensus and modify their answers as necessary.



English as a Second Language
JobLink

Directions for the New Employee

Write step-by step instructions for your job. Remember to use at least one verb (action word) in each step. Remember to use ordering words.

My job is ______________________________

Directions for doing my job:

1 ______________________________

2 ______________________________

3 ______________________________

4 ______________________________

5 ______________________________

6 ______________________________

7 ______________________________

8 ______________________________

Lesson 16: Requesting, Giving   Copyright ©1996 by Coast Community College District   **Handout 39**

Handout 39

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Activities

Fourth Activity: 20 Minutes

1. **Ask** the students to think of their jobs and imagine that they are teaching a new employee how to do their job.
2. **Hand out** "Directions for the New Employee". **Ask** the students to write directions for the new employee to follow.
3. **Demonstrate** with a class example first. Some ideas for examples are: how to get gas at a self-serve pump; how to be a goalie on a soccer team; how to prepare a picnic; or how to get lunch at the company cafeteria.
4. Point out that each step in the directions must have at least one action word (verb).
5. **Remind** the students to use Ordering Words to help the new employee to better understand the directions.

Activities

Ending: 5 Minutes

1. **Remind** the students of the objectives for this lesson.
2. **Discuss** whether they would feel comfortable asking for, giving and clarifying directions.
3. **Say** good-bye.

JobLink

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English as a Second Language

Improving Basic Skills

Lesson 17
Using Learning Styles to Remember Information

Lesson Description

Students are shown the importance of giving directions in different ways through a card game activity.

Objectives

By completing this lesson, students will be able to:

1. **Define** and identify nouns, verbs, and adjectives.
2. **Identify** key ideas to remember when being given directions.
3. **Explain** how to do their jobs using visual, auditory, and tactile cues.

Materials Needed

Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or white board with markers
4. Playing cards (one deck)

Transparencies

"Word Power" (Transparency 32)
"Learning Styles Groups" (Transparency 33)
"How to Play War" (Transparency 34)
"Teaching My Job To Others" (Transparency 35)

Handouts

"Word Power" (Handout 40)
"Learning Styles Groups" (Handout 41)
"How to Play War" (Handout 42)
"Teaching My Job To Others" (Handout 43)

Classroom Set-up

Total Time: 90 minutes

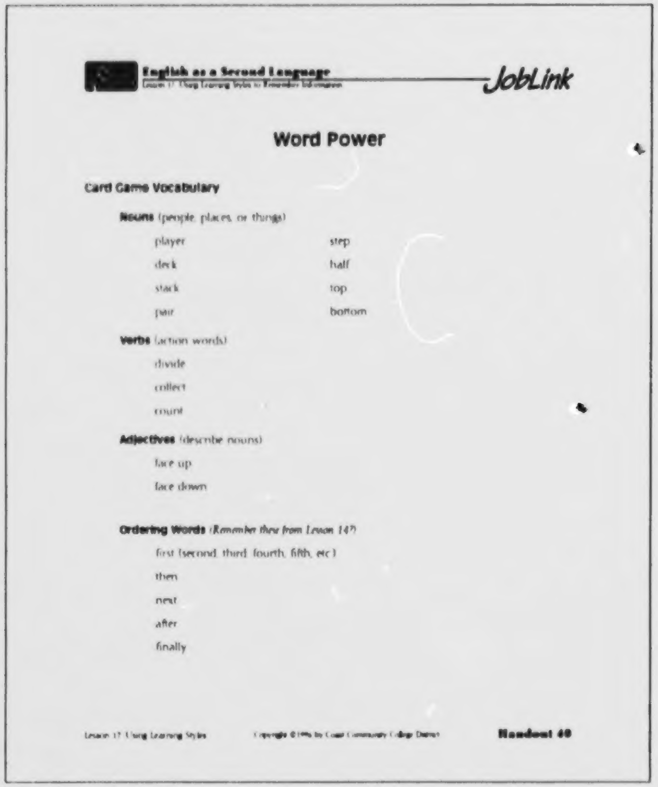
Opening- Large Group	25 min.
First Activity- Small Groups	30 min.
Second Activity- Individual	30 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

Activities

Opening: 25 Minutes

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing



English as a Second Language
Lesson 17 Using Learning Styles to Remember Information
JobLink

Word Power

Card Game Vocabulary

Nouns (people, places, or things)
- player
- deck
- stack
- pair
- step
- half
- top
- bottom

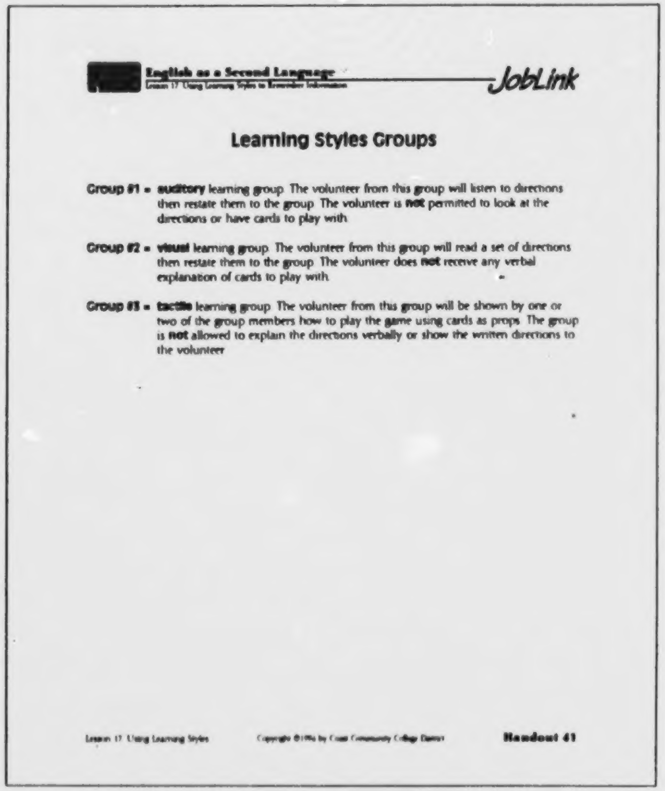
Verbs (action words)
- divide
- collect
- count

Adjectives (describe nouns)
- face up
- face down

Ordering Words *(Remember these from Lesson 14?)*
- first (second, third, fourth, fifth, etc.)
- then
- next
- after
- finally

Lesson 17 Using Learning Styles   Copyright ©1996 by Coast Community College District   **Handout 40**

Handout 40, Transparency 32



English as a Second Language
Lesson 17 Using Learning Styles to Remember Information
JobLink

Learning Styles Groups

Group #1 = **auditory** learning group. The volunteer from this group will listen to directions then restate them to the group. The volunteer is **not** permitted to look at the directions or have cards to play with.

Group #2 = **visual** learning group. The volunteer from this group will read a set of directions then restate them to the group. The volunteer does **not** receive any verbal explanation of cards to play with.

Group #3 = **tactile** learning group. The volunteer from this group will be shown by one or two of the group members how to play the game using cards as props. The group is **not** allowed to explain the directions verbally or show the written directions to the volunteer.

Lesson 17 Using Learning Styles   Copyright ©1996 by Coast Community College District   **Handout 41**

Handout 41, Transparency 33

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Activities

First Activity: 30 Minutes

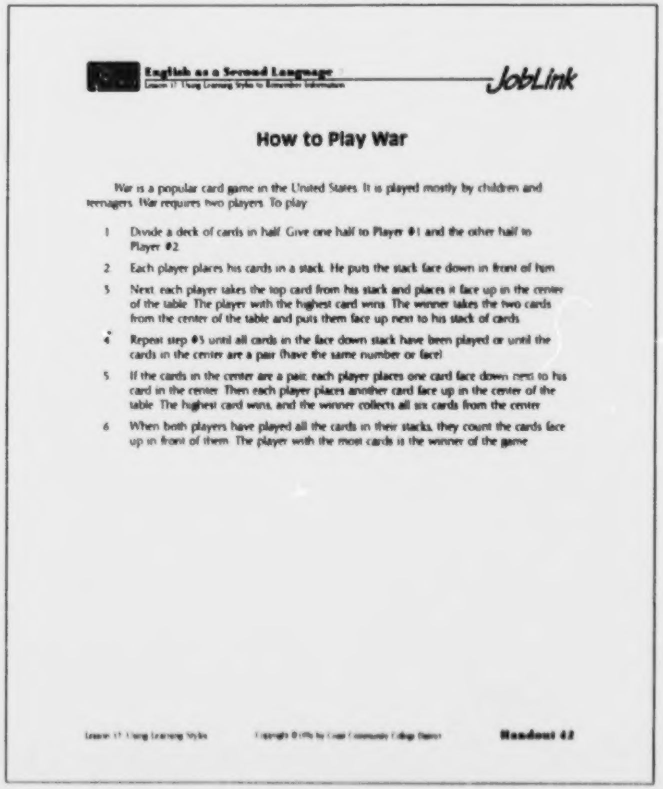
1. **Explain** that this activity will compare the level of difficulty in remembering directions through hearing them, reading them, and being shown how to do them.

2. **Hand out** "Word Power" and **discuss** definitions for the card game vocabulary. If the students are not familiar with the grammatical expressions "noun/verb/adjective" then spend some time defining these terms and categorize additional words as "noun/verb/adjective" as extra practice.

3. **Divide** the class into three groups. **Ask** for one volunteer from each group to participate in the activity and another person from each group to act as recorder. The other group members will be observers.

4. Give each group their assignment and **hand out** "Learning Styles Groups".

   Group #1 = ***auditory*** learning group. The volunteer from this group will listen to directions then restate them to the group. The volunteer is **not** permitted to look at the directions or have cards to play with.
   Group #2= ***visual*** learning group. The volunteer from this group will read a set of directions then restate them to the group. The volunteer does **not** receive any verbal explanation of cards to play with.
   Group #3 = ***tactile*** learning group. The volunteer from this group will be shown by one or two of the group members how to play the game using cards as props. The group is **not** allowed to explain the directions verbally or show the written directions to the volunteer.



English as a Second Language JobLink

How to Play War

War is a popular card game in the United States. It is played mostly by children and teenagers. War requires two players. To play:

1. Divide a deck of cards in half. Give one half to Player #1 and the other half to Player #2.
2. Each player places his cards in a stack. He puts the stack face down in front of him.
3. Next, each player takes the top card from his stack and places it face up in the center of the table. The player with the highest card wins. The winner takes the two cards from the center of the table and puts them face up next to his stack of cards.
4. Repeat step #3 until all cards in the face down stack have been played or until the cards in the center are a pair (have the same number or face).
5. If the cards in the center are a pair, each player places one card face down next to his card in the center. Then each player places another card face up in the center of the table. The highest card wins, and the winner collects all six cards from the center.
6. When both players have played all the cards in their stacks, they count the cards face up in front of them. The player with the most cards is the winner of the game.

Handout 42

Handout 42, Transparency 34

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413

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Activities

First Activity: (continued)

5. **Ask** the three volunteers to leave the room for a few minutes while the other students are given the directions and a chance to briefly **discuss** them.

6. **Distribute** handout "How to Play War" to all students in the classroom, including two copies of the handout to each recorder. The recorders will use the second copy to track which key phrases/ideas the volunteers use in restating the directions.

7. **Direct** the students in the classroom to underline the key phrases/ideas which they would need to remember if they were to accurately restate the directions. Quickly **compare** which words were underlined and have each group reach consensus about which ideas are key or necessary to understanding how to play the game.

8. Invite the volunteers to re-enter the room and return to their original groups.

9. The three groups simultaneously present the directions on how to play the card game war to the volunteers. Remember that each group is using **only one** learning style to transmit the information as described above in Step #3. Volunteers may **not** take notes during this activity.

   Note: This activity works best when the groups are located as far from each other as possible so that they are not distracted by the activities in the other groups.

Activities

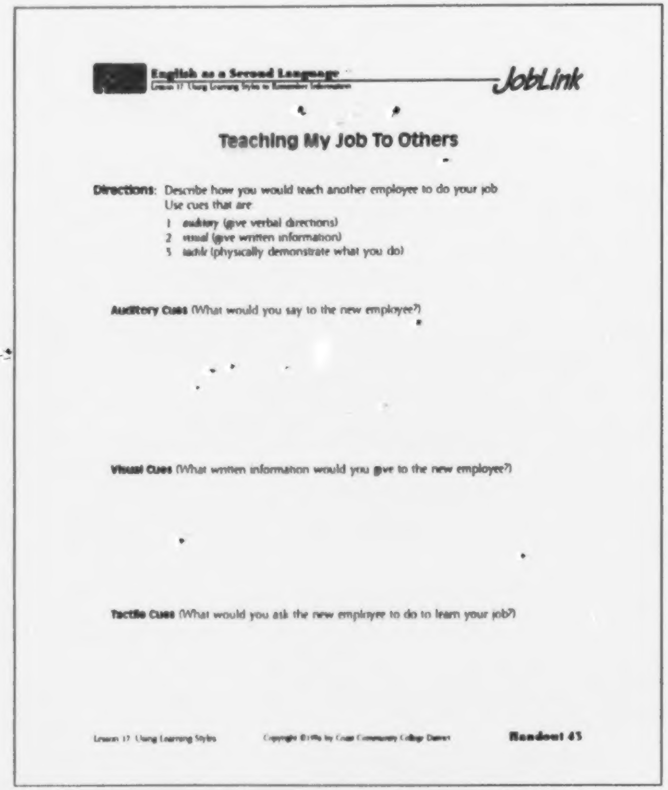
First Activity: (continued)

10. As each volunteer restates the directions to his or her group, the recorder should be noting which key ideas the volunteer uses in restating the directions and which are excluded.

11. Bring the class together as one group once all the volunteers have finished restating the directions.

12. The recorder from each group states to the class the key ideas which were excluded by the volunteer when restating the directions. **Ask** the students to compare how much information was retained by the volunteers and to **discuss** why the differences occurred.

13. Lead the students to understand that the best way to learn is when the information is given in all three formats (*auditory, visual, and tactile*). Have the students **describe** how they have been taught to play card games by others. Were all three learning formats utilized? Explore the idea that teaching to all three learning styles is the optimal approach.



English as a Second Language
JobLink

Teaching My Job To Others

Directions: Describe how you would teach another employee to do your job
Use cues that are
1 auditory (give verbal directions)
2 visual (give written information)
3 tactile (physically demonstrate what you do)

Auditory Cues (What would you say to the new employee?)

Visual Cues (What written information would you give to the new employee?)

Tactile Cues (What would you ask the new employee to do to learn your job?)

Handout 43

Handout 43, Transparency 35

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425

Activities

Second Activity: 30 Minutes

1. **Ask** the students which of the formats they would use in teaching someone how to do their job? Their answer should be "all three".

(H-43) Handout

2. **Hand out** "Teaching My Job to Others".
3. Read the directions as a class and recommend that they be as detailed as possible in answering each section of the handout.
4. **Encourage** students to share their answers with each other and **ask** for feedback.
5. The instructor should check with students individually to be sure they are on track and be available for questions.

Activities

Ending: 5 Minutes

1. **Remind** the students of the objectives for this lesson and how each activity worked to accomplish at least one of these objectives.
2. **Ask** for the definitions of "noun/verb/adjective", then **write** three words on the board and **ask** the students which type of word each is.
3. **Say** good-bye.

JobLink

Winning

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Work

English as a Second Language

Improving Basic Skills

Lesson 18
The Ins and Outs of Prepositions

Lesson Description

This lesson consists of a game designed to reinforce following-direction skills from the previous lessons. Workplace vocabulary pertaining to following directions is reinforced and prepositions are introduced within the framework of following directions.

Objectives

By completing this lesson, students will be able to:

1. **Use** workplace vocabulary while following directions.
2. **Use** correct prepositions while following directions.
3. **Communicate** with each other in a team setting.

Materials Needed

Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers
5. Pictures demonstrating prepositions
6. One die for each group
7. Wandering Through the Workplace Game Pieces (included)

Transparencies

"Word Power" (Transparency 36)

"Wandering Through The Workplace Game" (Transparency 37)

Handouts

"Word Power" (Handout 44)

"How to Play" (Handout 45)

Classroom Set-up

Total Time: 90 minutes

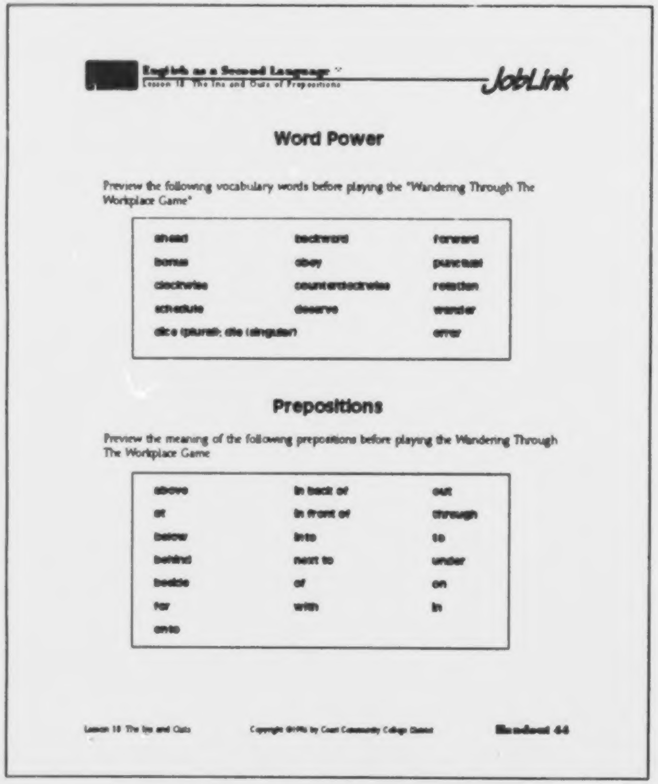
Opening- Large Group	25 min.
First Activity- Large Group	20 min.
Second Activity- Small Groups	40 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

Activities

Opening: 25 Minutes

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing



English as a Second Language
Lesson 18: The Ins and Outs of Prepositions
JobLink

Word Power

Preview the following vocabulary words before playing the "Wandering Through The Workplace Game"

- ahead
- bonus
- clockwise
- schedule
- dice (plural; die (singular)
- backward
- obey
- counterclockwise
- deserve
- forward
- punctual
- rotation
- wander
- error

Prepositions

Preview the meaning of the following prepositions before playing the Wandering Through The Workplace Game

- above
- at
- below
- behind
- beside
- for
- onto
- in back of
- in front of
- into
- next to
- of
- with
- out
- through
- to
- under
- on
- in

Lesson 18: The Ins and Outs

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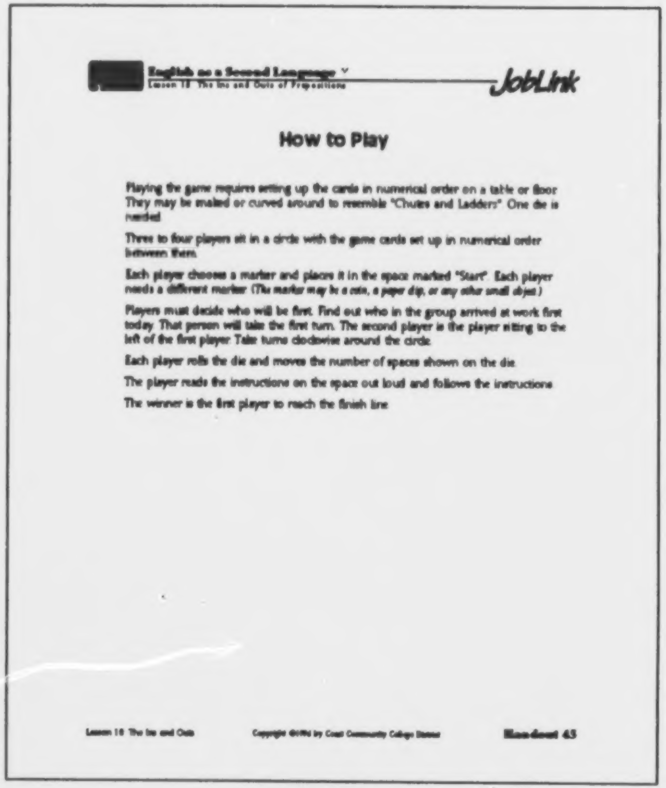
Handout 44

Handout 44, Transparency 36



English as a Second Language
Lesson 18: The Ins and Outs of Prepositions
JobLink

How to Play

Playing the game requires setting up the cards in numerical order on a table or floor. They may be snaked or curved around to resemble "Chutes and Ladders" One die is needed.

Three to four players sit in a circle with the game cards set up in numerical order between them.

Each player chooses a marker and places it in the space marked "Start". Each player needs a different marker. *(The marker may be a coin, a paper clip, or any other small object.)*

Players must decide who will be first. Find out who in the group arrived at work first today. That person will take the first turn. The second player is the player sitting to the left of the first player. Take turns clockwise around the circle.

Each player rolls the die and moves the number of spaces shown on the die.

The player reads the instructions on the space out loud and follows the instructions.

The winner is the first player to reach the finish line.

Lesson 18: The Ins and Outs

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Handout 45

Handout 45

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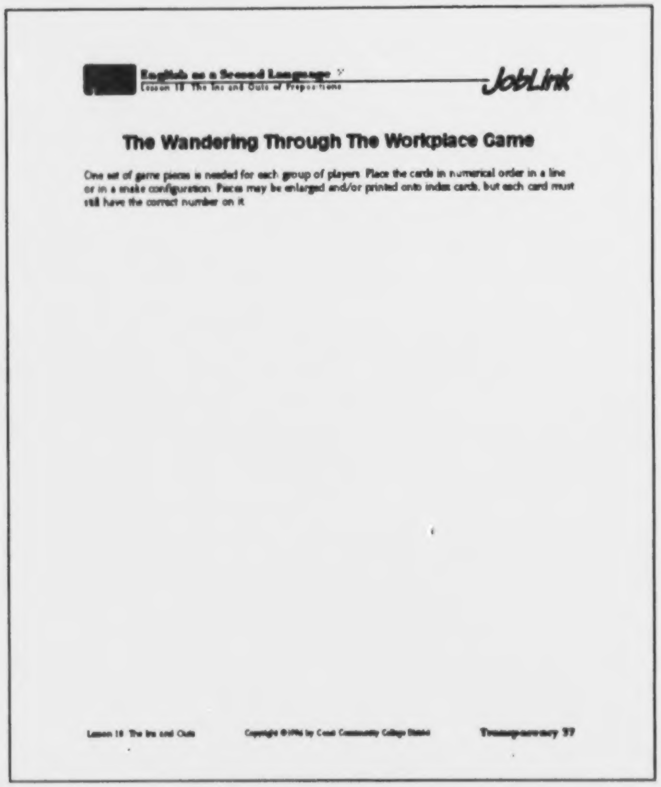
Activities

First Activity: 30 Minutes

1. **Preview** the "Word Power" vocabulary used in this lesson.
2. **Introduce** the prepositions on the handout. Use the pictures provided or real objects to point out subtle differences in meanings. Give lots of examples. Prepositions are difficult for English as a Second Language students for many reasons. One preposition in a student's native language may translate into three different prepositions in English. Also, the use of some prepositions with certain verbs is idiomatic. It is difficult to explain, for example, why we get on a bus but get in a car. Phrasal verbs, or two-word verbs ("fill in", "fill up", "fill out"), also present problems
3. **Review** "How to Play". Point out the location of prepositions in the instructions **explain** the directions verbally or show the written directions to the volunteer.



The Wandering Through The Workplace Game

One set of game pieces is needed for each group of players. Place the cards in numerical order in a line or in a snake configuration. Pieces may be enlarged and/or printed onto index cards, but each card must still have the correct number on it.

Transparency 37

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▼ *Activities*

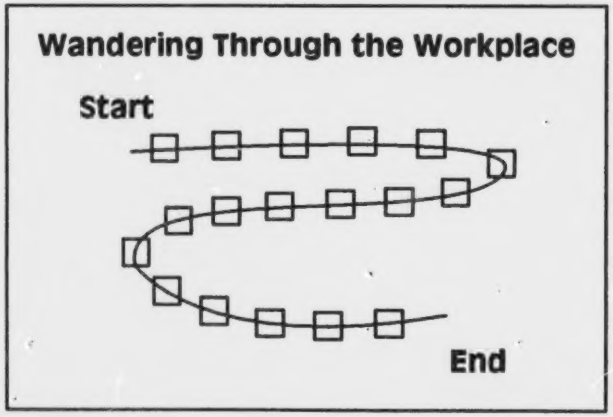
▼ Second Activity: 40 Minutes

(T-37) Transparency

1. **Play** the "Wandering Through The Workplace Game".

Instructor Directions:

Before class the "Wandering through the Workplace Game" needs to be set up. Playing the game requires setting up the cards in numerical order on a table or floor. If the class will be taught more than once, a game board may be constructed. An example of the set up is as follows:



There should be one game board or set of cards for every 3-4 players. You will also need a die for each group of players.

Activities

Ending: 5 Minutes

1. **Discuss** and **evaluate** today's lesson.
2. **Say** good-bye.

447

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JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 19
Following Directions to Achieve a Team Goal

Lesson Description

This lesson is a wrap-up of the recent lessons on following directions (Lessons 14-19). The students are asked to decode a secret message by following written directions and by using decoding information from each member of the group. Without the participation of each group member, it is impossible to decode the message. The students then practice the vocabulary they have learned in this set of six lessons by having a mini writing contest.

▼ Objectives

The objectives for this lesson are based on meeting the needs of your company as expressed on the ROI Survey (items #1-3).

By completing this lesson, students will be able to:

1. Be able to **assess** how well they follow written directions and work in a team.
2. **Practice** using workplace vocabulary and prepositions in their correct contexts.

▼ Materials Needed

▼ Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or white board with markers
4. Candy in bags of six pieces each

▼ Transparencies

"Words for Meetings" (Transparency 38)

▼ Handouts

"Words for Meetings" (Handout 46)

"Instructions for Decoding the Mystery Message: Group 1" (Handout 47)

"Instructions for Decoding the Mystery Message: Group 2" (Handout 48)

"Instructions for Decoding the Mystery Message: Group 3" (Handout 49)

"Instructions for Decoding the Mystery Message: Group 4" (Handout 50)

▼ Materials Needed

▼ Handouts (continued)

"Key 1" (Handout 51)

"Key 2" (Handout 52)

"Key 3" (Handout 53)

▼ Classroom Set-up

▼ Total Time: 90 minutes

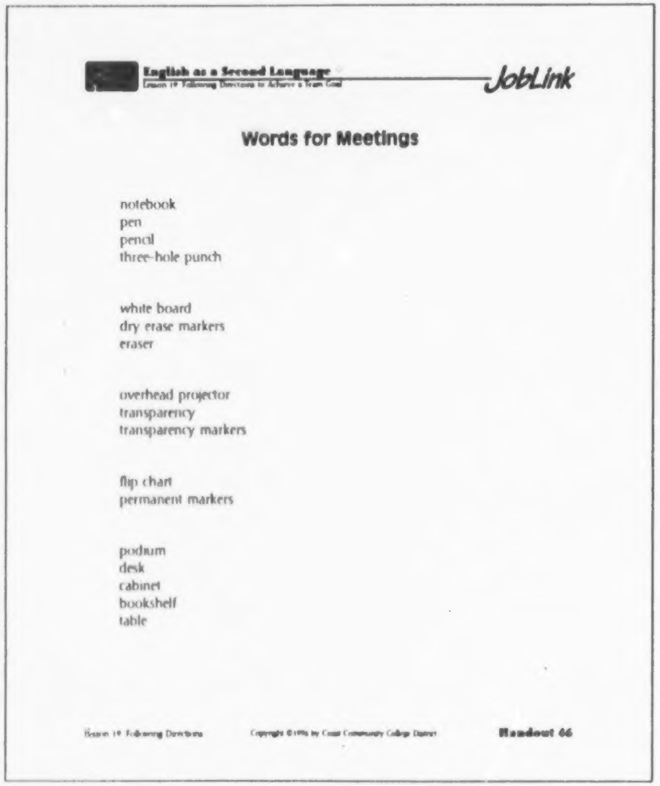
Opening- Individual	25 min.
First Activity- Large Group	30 min.
Second Activity- Large Group	30 min.
Ending- Large Group	5 min.

▼ **Key**	Hardware	Transparencies	Handouts	Large Group	Small Groups	Discussion	Sign-in Sheet

▼ *Activities*

▼ Opening: 25 Minutes

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing
4. Overview of Today's Class Objectives



English as a Second Language
JobLink

Words for Meetings

notebook
pen
pencil
three-hole punch

white board
dry erase markers
eraser

overhead projector
transparency
transparency markers

flip chart
permanent markers

podium
desk
cabinet
bookshelf
table

Handout 46

Handout 46, Transparency 38

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Activities

First Activity: 30 Minutes

Important note to instructors: Before class begins, be sure that the bags of candy used in this activity have been hidden in as many places as needed for the number of students in your class. Each bag should contain six candies. Please only hide one bag at each location so that there are enough bags for all the classes to do this exercise correctly.

(H-48, T-38)
Handout
Transparency

1. **Distribute** handout "Words for Meetings."

2. **Ask** students to identify each vocabulary word on the handout by pointing to it in the room.

3. **Discuss** how knowing these meeting words can help the students when they attend meetings. *(e.g. understand when the speaker says to look at the transparency on the overhead or asks the student to write something on the white board; prevent embarrassing mistakes like using a permanent marker to write on the white board or not knowing what a cabinet is when asked to get some supplies)*

3. **Forewarn** the students that some of these meeting words will be used in the next activity in which they will be decoding a secret message as teams.

4. **Divide** the class into ***groups of three*** people. If the class does not divide evenly by three then use some groups of four and, in step #6, have one of the lower skill level students receive the same key as another student.

Instructions for Decoding the Mystery Message
Group 1

Instructions for Decoding the Mystery Message
Group 2

The following is a secret message. To decode the message, your group will need three different keys.

Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

Instructions for Decoding the Mystery Message
Group 3

Instructions for Decoding the Mystery Message
Group 4

The following is a secret message. To decode the message, your group will need three different keys.

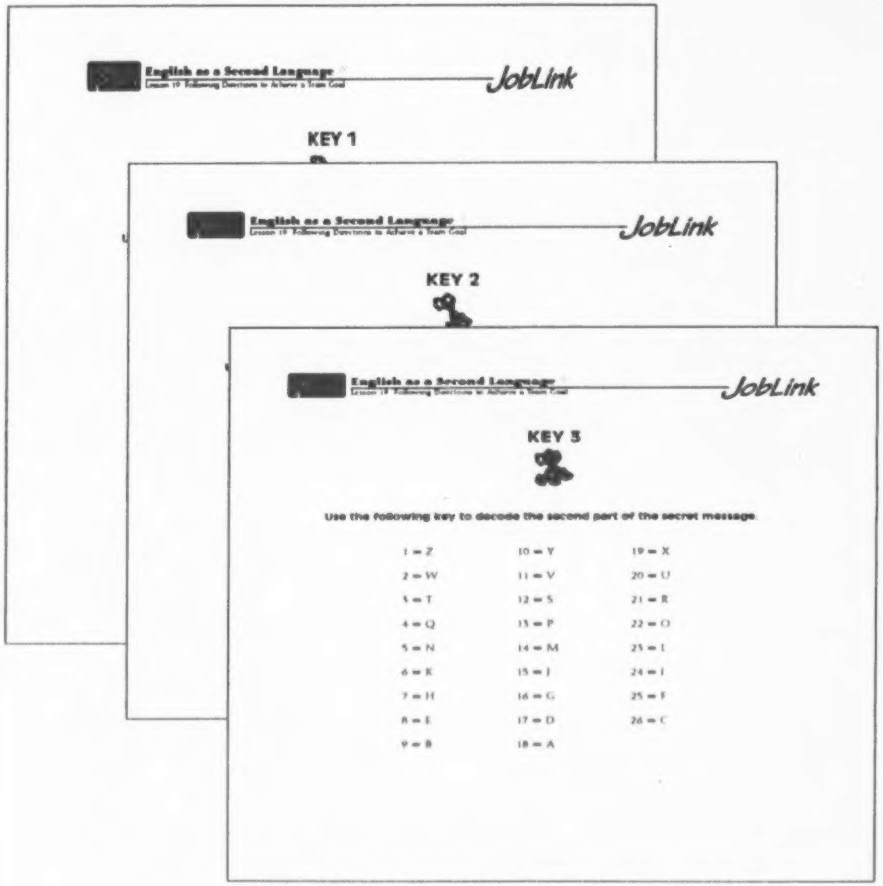
Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

Secret Message

Handout 47, 48, 49, 50



KEY 1

KEY 2

KEY 3

Use the following key to decode the second part of the secret message.

1 = Z
2 = W
3 = T
4 = Q
5 = N
6 = K
7 = H
8 = E
9 = B
10 = Y
11 = V
12 = S
13 = P
14 = M
15 = J
16 = G
17 = D
18 = A
19 = X
20 = U
21 = R
22 = O
23 = L
24 = I
25 = F
26 = C

Handout 51, 52, 53

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Activities

First Activity: (continued)

(H-47, 48, 49, 50) Handout

5. **Distribute** the handout "Instructions for Decoding the Mystery Message: Group 1" to the first group and the Group 2 instructions to the second group and so on until each group of three has a ***different*** set of instructions.

(H-51, 52, 53) Handout

6. **Distribute** the handout "Key 1" to ***one member of each group***, then "Key 2" to one member of each group, and "Key 3" to one member of each group.

7. Request that each group follows the directions on their group worksheet to decode the secret message. **Remind** the students to read the directions carefully. *[In the 3rd paragraph of each group's instructions, the students need to read carefully or they may try to use the wrong key to decode each line of the message.]* If the students have trouble decoding the message, see if they are using the wrong key. If so, remind them that they need to read the directions very carefully.

The secret messages for each group are as follows:

Group 1: There is a bag of candy in this room.
It is under the desk in a box.
Find the bag and divide its contents among the members of your group.

Group 2: There is a bag of candy in this room.
It is behind the flip chart.
Find the bag and divide its contents among the members of your group.

402

403

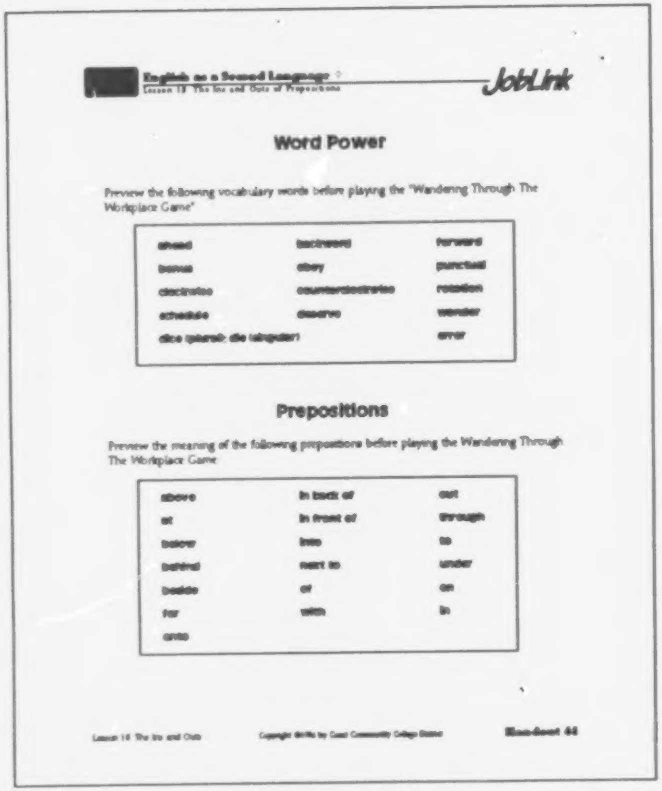
Activities

First Activity: (continued)

Group 3: There is a bag of candy in this room.
It is on the table behind the overhead projector.
Find the bag and divide its contents among the members of your group.

Group 4: There is a bag of candy in this room.
It is in a big box next to the black cabinets.
Find the bag and divide its contents among the members of your group.

8. Once all the groups have successfully decoded their messages and found their candy, bring the class together as one large group. **Ask** if everyone read the instructions thoroughly of if some groups tried to decode the wrong line. **Discuss** the consequences of one person not participating in the group activity *(e.g. would not have been able to decode the full message).*



Word Power

Preview the following vocabulary words before playing the "Wandering Through The Workplace Game"

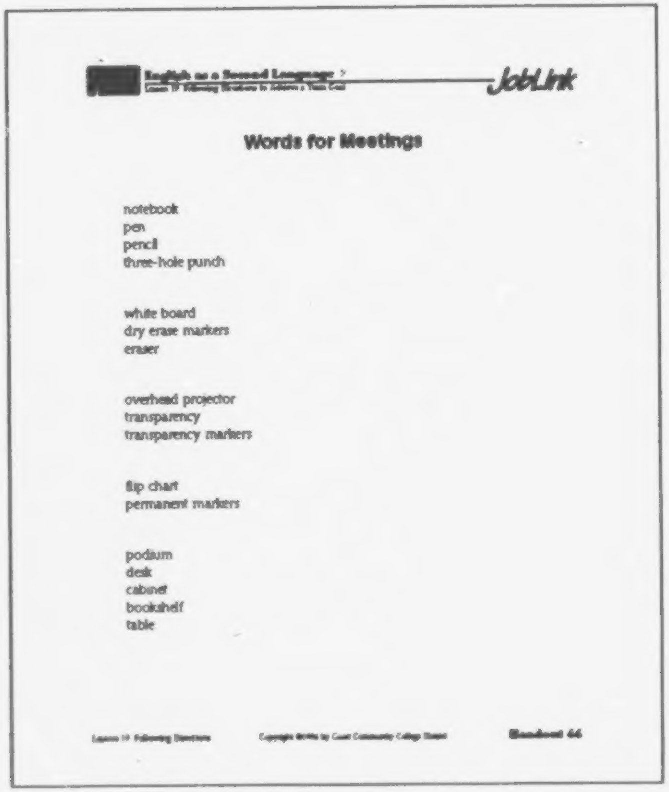
ahead	backward	forward
bonus	obey	punctual
clockwise	counterclockwise	rotation
schedule	deserve	wonder
dice (plural; die singular)		error

Prepositions

Preview the meaning of the following prepositions before playing the Wandering Through The Workplace Game

above	in back of	out
at	in front of	through
below	into	to
behind	next to	under
beside	of	on
for	with	in
onto		

Handout 44



Words for Meetings

notebook
pen
pencil
three-hole punch

white board
dry erase markers
eraser

overhead projector
transparency
transparency markers

flip chart
permanent markers

podium
desk
cabinet
bookshelf
table

Handout 46

406

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407

Activities

Second Activity: 30 Minutes

1. **Ask** the students to take out the "Word Power" handout from Lesson 18 and the "Words for Meetings" handout from this lesson.

2. Using the same groups of three or four people, **tell** the students to choose a recorder and a spokesperson.

3. **Tell** the class that the goal of this activity is to write as many sentences as they can about the objects in the training room; however, each sentence must contain one word from the preposition list and one meeting word. The recorder is responsible for writing the sentences as the group members think of them. The class will have 15 minutes to do the activity, and each team will receive one point for each preposition and each meeting word which is used correctly.

4. After 15 minutes, stop the activity and have the class come together as a group again.

5. Have a spokesperson for each group **read** his or her group's answers. For each correct use of prepositions or meeting words, the instructor marks a point for that team on the board.

6. Declare the team with the most points to be the winner.

Activities

Ending: 5 Minutes

1. **Remind** the students of the objectives for this lesson.
2. **Discuss** whether the first activity achieved Objective #1. **Ask** the students if they have seen improvement in their ability to follow directions since the first lesson in which they took the "Pre-Module Information Survey."
3. **Discuss** whether the second activity achieved Objective #2.
4. **Say** good-bye.

JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 20
The Process of Elimination

Lesson Description

This lesson

- ***reinforces*** what employees have learned about following directions
- ***introduces*** the problem-solving and test-taking skill of using the process of elimination to make an educated guess
- ***familiarizes*** employees with use of the Material Safety Data Sheet (MSDS) and relevant vocabulary
- ***teaches*** employees to distinguish when it is appropriate to guess and when accurate responses are necessary.

Objectives

By completing this lesson, students will be able to:

1. **Reinforce through practice** step-by-step directions covered in previous lessons.
2. **Use the process of elimination** to help answer questions when they are not sure of all of the answers and when "educated guessing" is suitable.
3. **Use** vocabulary related to hazardous materials.
4. **Read** and **understand** a Material Safety Data Sheet (MSDS).
5. **Identify** situations that require an accurate response.
6. **Take appropriate actions** to remedy critical situation.

Materials Needed

Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

Transparencies

"Process of Elimination" (Transparency 39)

"Word Power" (Transparency 40)

"Material Safety Data Sheet (MSDS)" (Transparency 41)

"Questions About Hazardous Material" (Transparency 42)

"Educated Guess or Accurate Response?" (Transparency 43)

Materials Needed

Handouts

"Process of Elimination" (Handout 54)

"Word Power" (Handout 55)

"Material Safety Data Sheet (MSDS)" (Handout 56)

"Questions About Hazardous Material" (Handout 57)

"Educated Guess or Accurate Response?" (Handout 58)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	25 min.
First Activity- Large Group	10 min.
Second Activity- Large Group	15 min.
Third Activity- Pairs	15 min.
Fourth Activity- Pairs	20 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

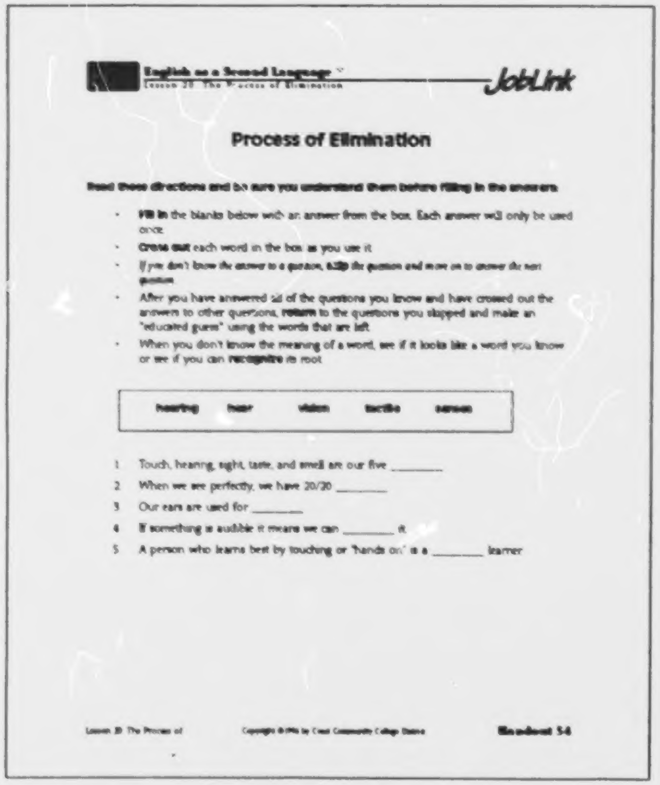
Activities

Opening: 25 Minutes

1. **Welcome**
2. Sustained Silent Reading "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing

470

473



English as a Second Language
Lesson 20: The Process of Elimination
JobLink

Process of Elimination

Read these directions and be sure you understand them before filling in the answers.

- **Fill in** the blanks below with an answer from the box. Each answer will only be used once.
- **Cross out** each word in the box as you use it.
- *If you don't know the answer to a question,* **skip** *the question and move on to answer the next question.*
- After you have answered all of the questions you know and have crossed out the answers to other questions, **return** to the questions you skipped and make an "educated guess" using the words that are left.
- When you don't know the meaning of a word, see if it looks like a word you know or see if you can **recognize** its root.

hearing **hear** **vision** **tactile** **senses**

1. Touch, hearing, sight, taste, and smell are our five ________
2. When we see perfectly, we have 20/20 ________
3. Our ears are used for ________
4. If something is audible it means we can ________ it.
5. A person who learns best by touching or "hands on" is a ________ learner.

Lesson 20: The Process of
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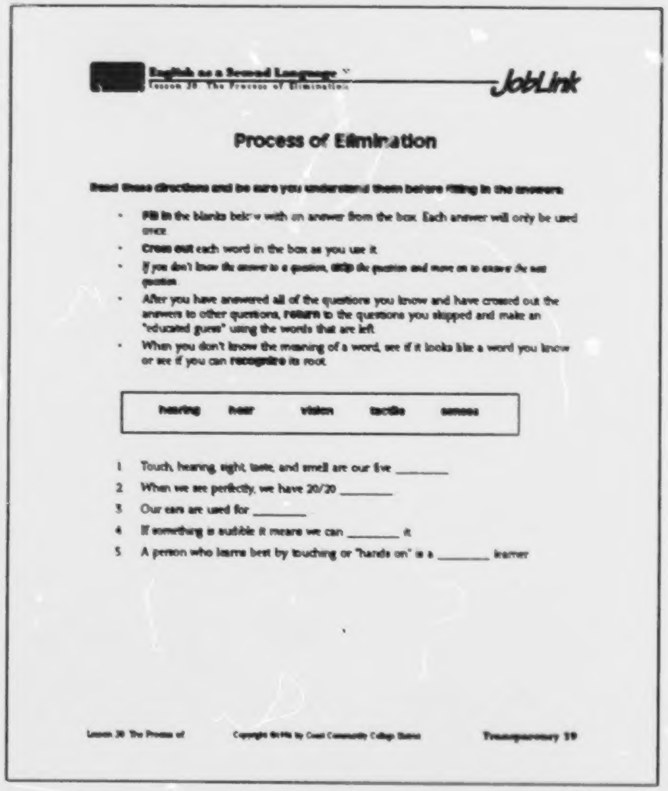
Handout 54

Handout 54



English as a Second Language
Lesson 20: The Process of Elimination
JobLink

Process of Elimination

Read these directions and be sure you understand them before filling in the answers.

- Fill in the blanks below with an answer from the box. Each answer will only be used once.
- Cross out each word in the box as you use it.
- If you don't know the answer to a question, skip the question and move on to answer the next question.
- After you have answered all of the questions you know and have crossed out the answers to other questions, return to the questions you skipped and make an "educated guess" using the words that are left.
- When you don't know the meaning of a word, see if it looks like a word you know or see if you can recognize its root.

hearing hear vision tactile senses

1. Touch, hearing, sight, taste, and smell are our five ________
2. When we see perfectly, we have 20/20 ________
3. Our ears are used for ________
4. If something is audible it means we can ________ it.
5. A person who learns best by touching or "hands on" is a ________ learner.

Lesson 20: The Process of
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Transparency 39

Transparency 39

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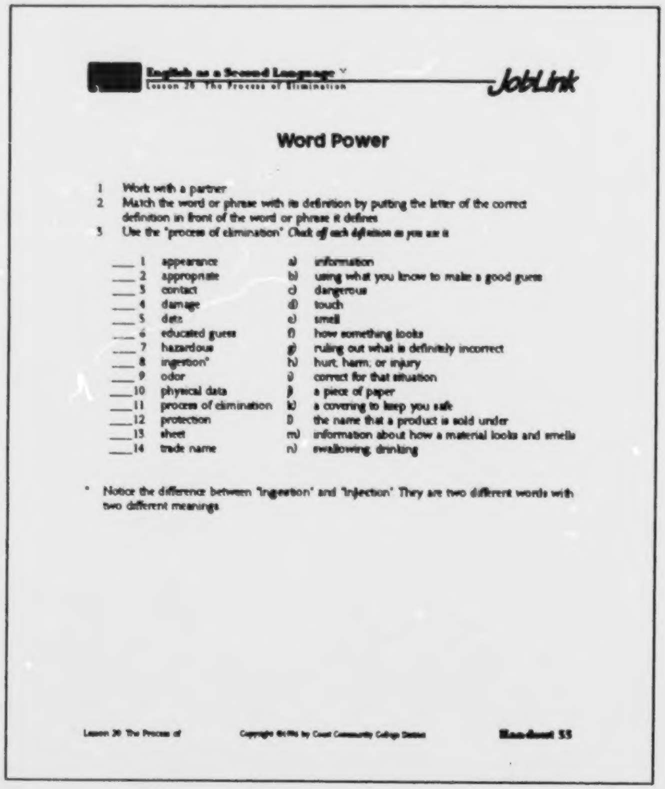
Activities

First Activity: 10 Minutes

1. **Hand out** "Process of Elimination". *(Answers at end of lesson plan.)*
2. **Explain** that the word "eliminate" means to exclude, or get rid of. *(Examples: eliminating waste and eliminating errors.)*
3. **Explain** that, especially when test-taking, a guess is often better than no answer at all. Whenever guessing is appropriate, we can use strategies to help us make the *best guess possible*. This is called an "educated guess". An educated guess *rules out* answers that we know are incorrect so that the choice we make has a better chance of being correct. We can *cross out* information that we know is incorrect or that has been used to answer another question that we are sure of.
4. **Assist** the employees to complete "Process of Elimination" on the overhead.
5. **Emphasize that there are situations where guessing is not safe.** The process of elimination is ***not*** used in critical situations, when a correct answer or response is necessary. **When handling hazardous materials, it is absolutely essential to follow the procedures outlined on the Material Safety Data Sheet (MSDS).**



English as a Second Language
Lesson 20 The Process of Elimination
JobLink

Word Power

1 Work with a partner
2 Match the word or phrase with its definition by putting the letter of the correct definition in front of the word or phrase it defines
3 Use the "process of elimination" *Check off each definition as you use it*

____	1	appearance	a)	information
____	2	appropriate	b)	using what you know to make a good guess
____	3	contact	c)	dangerous
____	4	damage	d)	touch
____	5	data	e)	smell
____	6	educated guess	f)	how something looks
____	7	hazardous	g)	ruling out what is definitely incorrect
____	8	ingestion*	h)	hurt, harm, or injury
____	9	odor	i)	correct for that situation
____	10	physical data	j)	a piece of paper
____	11	process of elimination	k)	a covering to keep you safe
____	12	protection	l)	the name that a product is sold under
____	13	sheet	m)	information about how a material looks and smells
____	14	trade name	n)	swallowing, drinking

* Notice the difference between "ingestion" and "injection" They are two different words with two different meanings

Lesson 20 The Process of   Copyright ©1996 by Coast Community College District   Handout 55

Handout 55, Transparency 40

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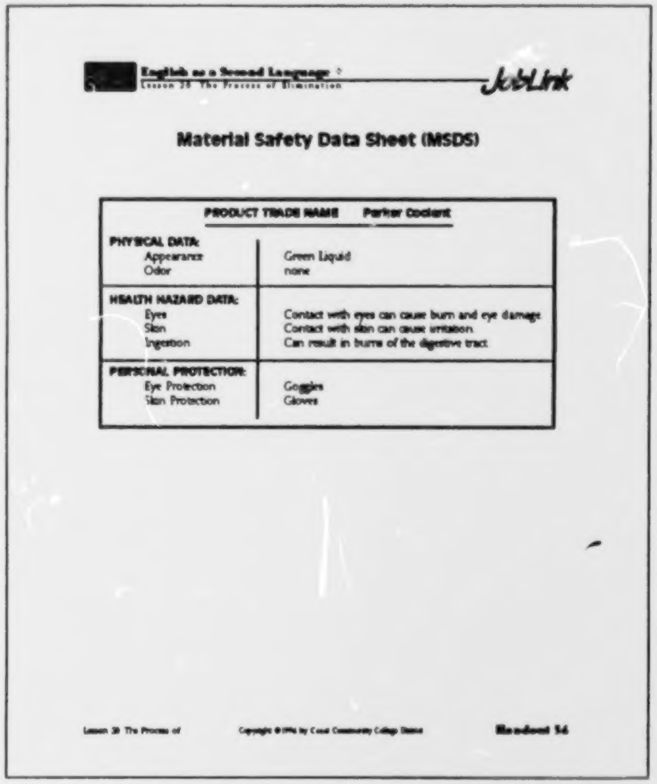
Activities

Second Activity: 15 Minutes

[illegible]
Handout
Transparency

1. **Hand out** "Word Power". *(Answers at end of lesson plan.)*. **Explain** that this vocabulary covers words used with hazardous materials and words that they will find on a Material Safety Data Sheet (MSDS).

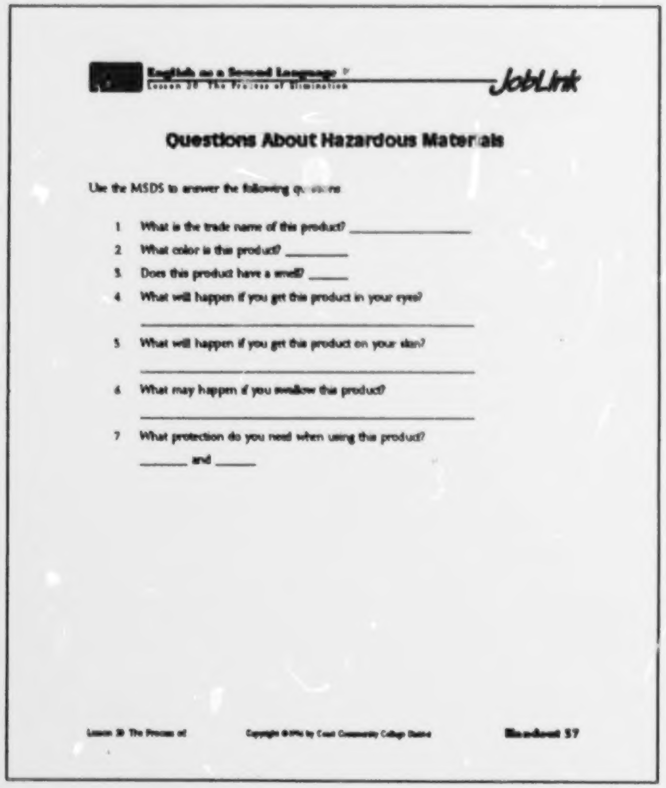
2. **Assist** the employees to complete "Word Power".



Material Safety Data Sheet (MSDS)

PRODUCT TRADE NAME	Parker Coolant
PHYSICAL DATA:	
Appearance	Green Liquid
Odor	none
HEALTH HAZARD DATA:	
Eyes	Contact with eyes can cause burn and eye damage
Skin	Contact with skin can cause irritation
Ingestion	Can result in burns of the digestive tract
PERSONAL PROTECTION:	
Eye Protection	Goggles
Skin Protection	Gloves

Handout 56, Transparency 41



Questions About Hazardous Materials

Use the MSDS to answer the following questions

1 What is the trade name of this product? ____________
2 What color is this product? ________
3 Does this product have a smell? _____
4 What will happen if you get this product in your eyes?
____
5 What will happen if you get this product on your skin?
____
6 What may happen if you swallow this product?
____
7 What protection do you need when using this product?
______ and ______

Handout 57, Transparency 42

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Activities

Third Activity: 20 Minutes

[illegible] Handout Transparency

[illegible] Handout Transparency

1. **Hand out** the "Material Safety Data Sheet (MSDS)" and "Questions About Hazardous Material". *(Answers at end of lesson plan.)*.
2. Use the MSDS and work in pairs to answer the questions.
3. **Assist** the employees with the questions when necessary.

491

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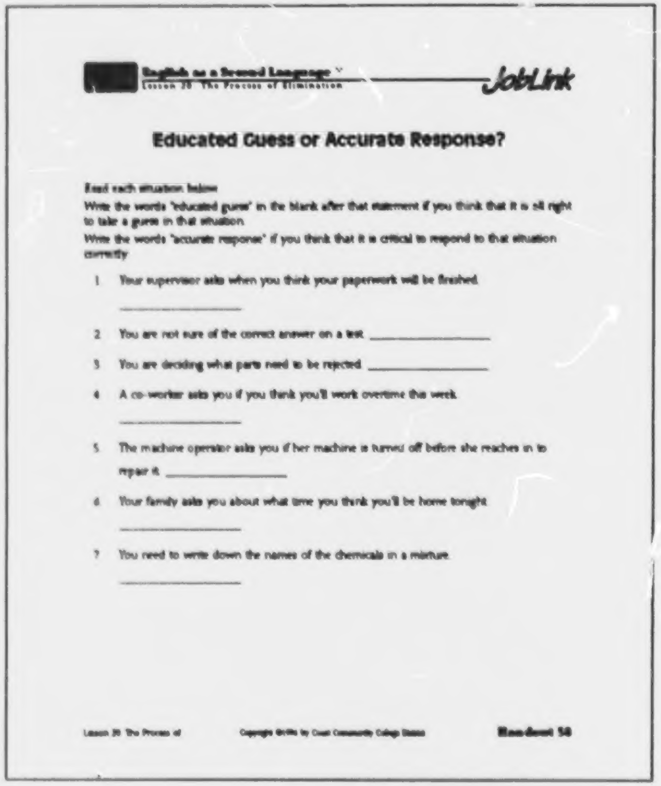

Educated Guess or Accurate Response?

Read each situation below.
Write the words "educated guess" in the blank after that statement if you think that it is all right to take a guess in that situation.
Write the words "accurate response" if you think that it is critical to respond to that situation correctly.

1. Your supervisor asks when you think your paperwork will be finished.
   ____
2. You are not sure of the correct answer on a test. ________________
3. You are deciding what parts need to be rejected. ________________
4. A co-worker asks you if you think you'll work overtime this week.
   ____
5. The machine operator asks you if her machine is turned off before she reaches in to repair it. ________________
6. Your family asks you about what time you think you'll be home tonight.
   ____
7. You need to write down the names of the chemicals in a mixture.
   ____

Handout 58, Transparency 43

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Activities

Fourth Activity: 20 Minutes

(H-58, T-48) Handout Transparency

1. **Hand out** "Educated Guess or Accurate Response?" *(Answers at end of lesson plan.)*.
2. Work in pairs to decide which situations require an accurate response and which can be handled with an educated guess.
3. Point out that when an accurate response is necessary and an employee doesn't know the answer, he/she must use the questioning and clarifying skills that were learned in the previous lessons and should get his/her lead or supervisor when in any doubt.

Activities

Ending: 5 Minutes

1. **Review** the points covered in this lesson.
2. **Say** good-bye.

(H-64, T-39) Handout Transparency

Answers to "Process of Elimination":
1) senses 2) vision 3) hearing 4) hear 5) tactile

(H-66, T-40) Handout Transparency

Answers to "Word Power":
1) f 2) i 3) d 4) h 5) a 6) b 7) c 8) n 9) e
10) m 11) g 12) k 13) j 14) l

(H-67, T-42) Handout Transparency

Answers to "Questions About Hazardous Material":
1) Parker Coolant 2) green 3) no 4) burn and eye damage
5) irritation 6) burns of the digestive tract 7) gloves; goggles

(H-68, T-43) Handout Transparency

Answers to "Educated Guess or Accurate Response?":
1) educated guess 2) educated guess 3) accurate response 4) educated guess
5) accurate response 6) educated guess 7) accurate response

JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 21
Filling Out Forms: The How To

Lesson Description

This lesson gives the student some easy to follow tips on how to fill out forms. The student has the opportunity to practice on several forms during the lesson. Each student is then encouraged to go back to the job and find company forms they can bring back to the class.

Objectives

By completing this lesson, students will be able to:

1. **Understand** how to fill out a form.
2. **Fill out** a form on their own.

Materials Needed

Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

Transparencies

"Filling Out Forms" (Transparency 44)

"Group Activity: Fill in the Blanks" (Transparency 45)

"Tips on Filling Out Forms" (Trans. 46)

Handouts

"Filling Out Forms" (Handout 59)

"Group Activity: Fill in the Blanks" (Handout 60)

"Tips on Filling Out Forms" (Handout 61)

Materials Needed

Handouts (continued)

"Writing Activity: Filling Out a Voter Registration Form" (Handout 62) or "Filling Out An Application for a Driver's License." (Handout 62b)

"Individual Activity: Filling Out a Survey" (Handout 63)

Classroom Set-up

Total Time: 90 minutes

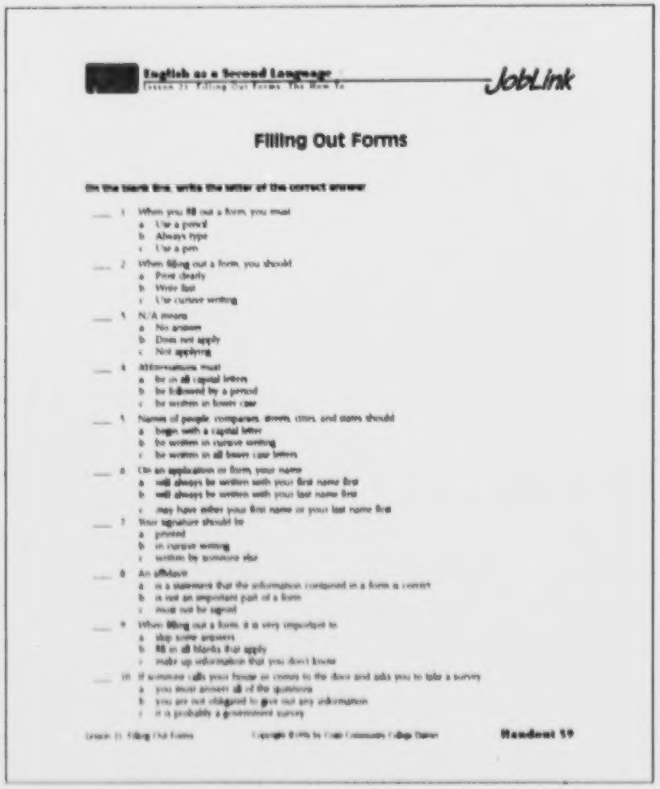
Opening- Large Group	20 min.
First Activity- Large Group	10 min.
Second Activity- Large Group	15 min.
Third Activity- Pairs	25 min.
Fourth Activity- Individual	15 min.
Ending- Large Group	5 min.

Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

Activities

Opening: 20 Minutes

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing



English as a Second Language
Lesson 21: Filling Out Forms: The How To
JobLink

Filling Out Forms

On the blank line, write the letter of the correct answer.

___ 1. When you fill out a form, you must
- a. Use a pencil
- b. Always type
- c. Use a pen

___ 2. When filling out a form, you should
- a. Print clearly
- b. Write fast
- c. Use cursive writing

___ 3. N/A means
- a. No answer
- b. Does not apply
- c. Not applying

___ 4. Abbreviations must
- a. be in all capital letters
- b. be followed by a period
- c. be written in lower case

___ 5. Names of people, companies, streets, cities, and states should
- a. begin with a capital letter
- b. be written in cursive writing
- c. be written in all lower case letters

___ 6. On an application or form, your name
- a. will always be written with your first name first
- b. will always be written with your last name first
- c. may have either your first name or your last name first

___ 7. Your signature should be
- a. printed
- b. in cursive writing
- c. written by someone else

___ 8. An affidavit
- a. is a statement that the information contained in a form is correct
- b. is not an important part of a form
- c. must not be signed

___ 9. When filling out a form, it is very important to
- a. skip some answers
- b. fill in all blanks that apply
- c. make up information that you don't know

___ 10. If someone calls your house or comes to the door and asks you to take a survey
- a. you must answer all of the questions
- b. you are not obligated to give out any information
- c. it is probably a government survey

Lesson 21: Filling Out Forms   Copyright ©1996 by Coast Community College District   **Handout 59**

Handout 59, Transparency 44

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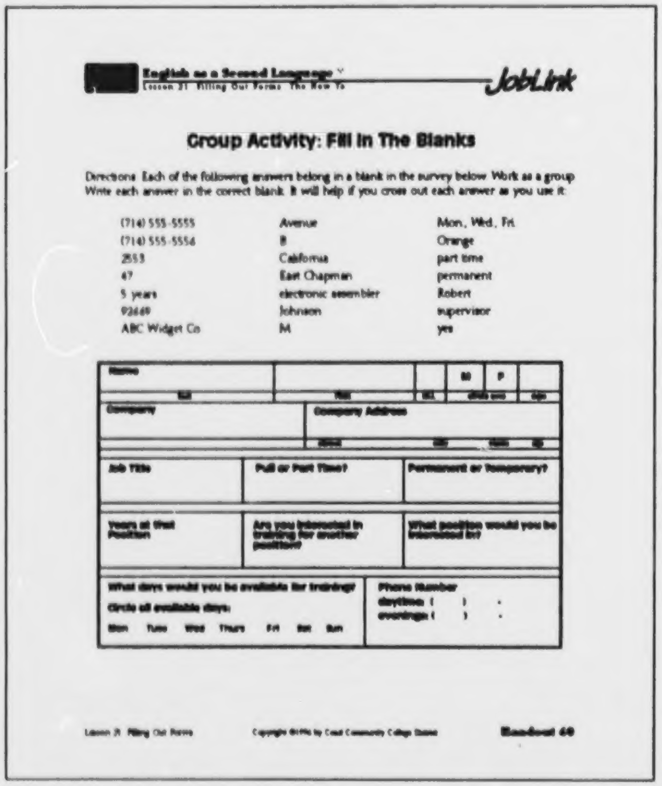
Activities

First Activity: 10 Minutes

(H-59, T-48) Handout Transparency

1. **Distribute** "Filling Out Forms". **Explain** to the students that this is a short quiz to see how much they know about filling out forms.
2. When the students finish "Filling Out Forms" have the class correct their own papers. *(Answers are at the end of the lesson plan.)*
3. **Ask** the class, "How many of you have to fill out forms at work?" "How many of you have to fill out forms outside of work?"
4. **Ask,** "What kinds of forms do you fill out?" **Write** their answers on a flip chart or whiteboard.
5. **Explain,** "Filling out forms is a part of life! In this class and the next class we are going to give you some tips on how to fill out forms correctly."



English as a Second Language
Lesson 21: Filling Out Forms: The How To
JobLink

Group Activity: Fill In The Blanks

Directions: Each of the following answers belong in a blank in the survey below. Work as a group. Write each answer in the correct blank. It will help if you cross out each answer as you use it.

(714) 555-5555
(714) 555-5556
2553
47
5 years
92669
ABC Widget Co
Avenue
B
California
East Chapman
electronic assembler
Johnson
M
Mon., Wed., Fri.
Orange
part time
permanent
Robert
supervisor
yes

Name			M F	
Company	Company Address			
Job Title	Full or Part Time?	Permanent or Temporary?		
Years at that Position	Are you interested in training for another position?	What position would you be interested in?		
What days would you be available for training? Circle all available days: Mon Tues Wed Thurs Fri Sat Sun	Phone Number daytime: ( ) - evenings: ( ) -			

Handout 60, Transparency 45

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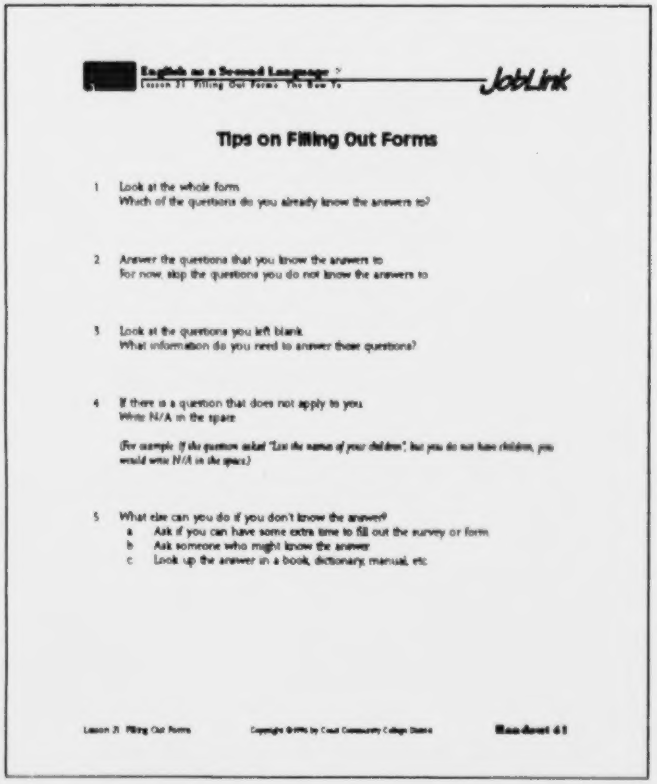
Activities

Second Activity: 15 Minutes

([illegible])
Handout
Transparency

1. **Distribute** "Group Activity: Fill in the Blanks" and put it on the overhead projector. Read the directions out loud and do the activity. Make sure the class fills in the form in front of them as the class is filling out the form on the overhead transparency.
2. **Explain,** "Each of these boxes is asking for a different piece of information."
3. **Ask,** "What information does this form ask for? What other information might a form ask for?"



English as a Second Language
Lesson 21: Filling Out Forms: The How To
JobLink

Tips on Filling Out Forms

1 Look at the whole form
Which of the questions do you already know the answers to?

2 Answer the questions that you know the answers to
For now, skip the questions you do not know the answers to

3 Look at the questions you left blank
What information do you need to answer those questions?

4 If there is a question that does not apply to you
Write N/A in the space

(For example: If the question asked "List the names of your children", but you do not have children, you would write N/A in the space.)

5 What else can you do if you don't know the answer?
  a Ask if you can have some extra time to fill out the survey or form
  b Ask someone who might know the answer
  c Look up the answer in a book, dictionary, manual, etc

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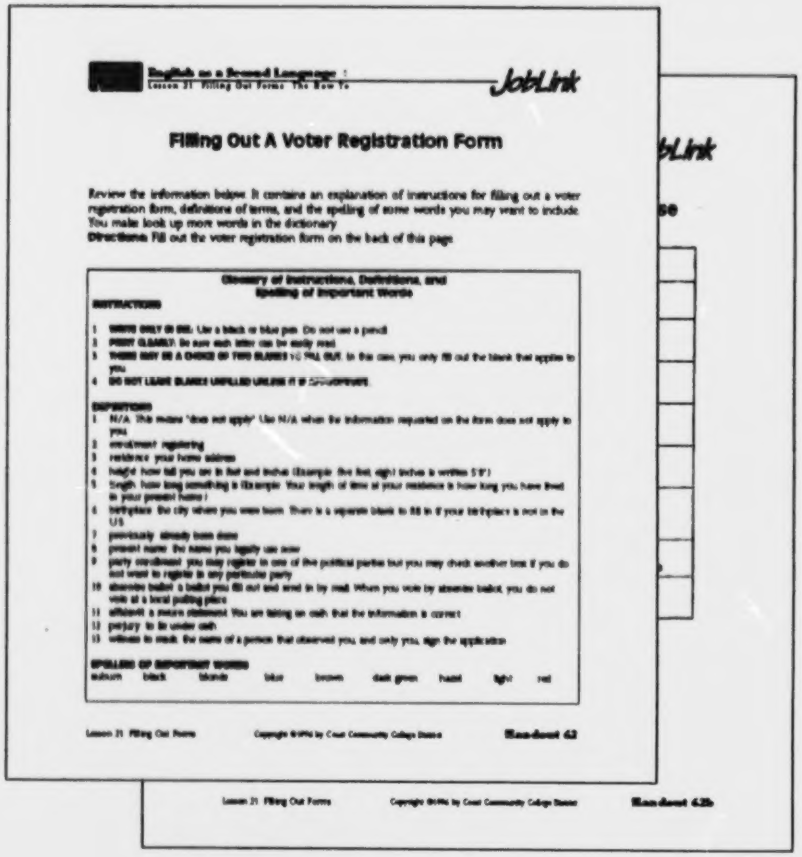
Handout 61, Transparency 46



English as a Second Language
Lesson 21: Filling Out Forms: The How To
JobLink

Filling Out A Voter Registration Form

Review the information below. It contains an explanation of instructions for filling out a voter registration form, definitions of terms, and the spelling of some words you may want to include. You make look up more words in the dictionary.
Directions: Fill out the voter registration form on the back of this page.

Glossary of Instructions, Definitions, and Spelling of Important Words

INSTRUCTIONS

1 **WRITE ONLY IN INK:** Use a black or blue pen. Do not use a pencil.
2 **PRINT CLEARLY:** Be sure each letter can be easily read.
3 **THERE MAY BE A CHOICE OF TWO BLANKS TO FILL OUT.** In this case, you only fill out the blank that applies to you.
4 **DO NOT LEAVE BLANKS UNFILLED UNLESS IT IS APPROPRIATE.**

DEFINITIONS

1 N/A: This means "does not apply". Use N/A when the information requested on the form does not apply to you.
2 enrollment: registering
3 residence: your home address
4 height: how tall you are in feet and inches (Example: five feet, eight inches is written 5'8".)
5 length: how long something is (Example: Your length of time at your residence is how long you have lived in your present home.)
6 birthplace: the city where you were born. There is a separate blank to fill in if your birthplace is not in the U.S.
7 previously: already been done
8 present name: the name you legally use now
9 party enrollment: you may register in one of the political parties but you may check another box if you do not want to register in any particular party
10 absentee ballot: a ballot you fill out and send in by mail. When you vote by absentee ballot, you do not vote at a local polling place.
11 affidavit: a sworn statement. You are taking an oath that the information is correct.
12 perjury: to lie under oath
13 witness to mark: the name of a person that observed you, and only you, sign the application

SPELLING OF IMPORTANT WORDS
auburn black blonde blue brown dark green hazel light red

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Lesson 21: Filling Out Forms   Copyright ©1996 by Coast Community College District   **Handout 62b**

Handout 62, 62b

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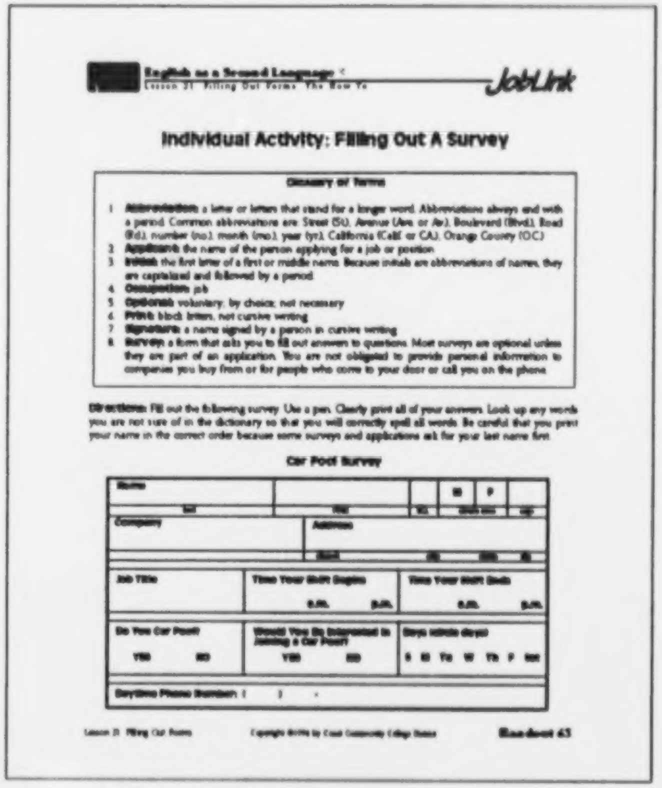
Activities

Third Activity: 25 Minutes

1. **Ask,** "How do you fill out a form?"
2. **Explain,** "There are some tips I can give you for filling out forms. Let's talk about them."
3. Put "Tips on Filling Out Forms" on overhead projector. **Discuss** the handout.
4. Have students get into pairs.

   For more advanced students:
   Distribute "Writing Activity: Filling Out a Voter Registration Form".

   For beginning students:
   Distribute "Filling out Forms – Driver's License".
5. Have the students work in pairs to fill out the form. **Remind** the students to use the tips they just learned and to help each other.



English as a Second Language
Lesson 21: Filling Out Forms: The How To
JobLink

Individual Activity: Filling Out A Survey

Glossary of Terms

1. **Abbreviation:** a letter or letters that stand for a longer word. Abbreviations always end with a period. Common abbreviations are: Street (St.), Avenue (Ave. or Av.), Boulevard (Blvd.), Road (Rd.), number (no.), month (mo.), year (yr.), California (Calif. or CA), Orange County (OC).
2. **Applicant:** the name of the person applying for a job or position.
3. **Initial:** the first letter of a first or middle name. Because initials are abbreviations of names, they are capitalized and followed by a period.
4. **Occupation:** job
5. **Optional:** voluntary; by choice; not necessary
6. **Print:** block letters, not cursive writing
7. **Signature:** a name signed by a person in cursive writing
8. **Survey:** a form that asks you to fill out answers to questions. Most surveys are optional unless they are part of an application. You are not obligated to provide personal information to companies you buy from or for people who come to your door or call you on the phone.

Directions: Fill out the following survey. Use a pen. Clearly print all of your answers. Look up any words you are not sure of in the dictionary so that you will correctly spell all words. Be careful that you print your name in the correct order because some surveys and applications ask for your last name first.

Car Pool Survey

Name
M F
Company
Address
Job Title
Time Your Shift Begins a.m. p.m.
Time Your Shift Ends a.m. p.m.
Do You Car Pool? YES NO
Would You Be Interested in Joining a Car Pool? YES NO
Days (circle days) S M Tu W Th F Sat
Daytime Phone Number: ( ) -

Lesson 21: Filling Out Forms
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Handout 63

Handout 63

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Activities

Fourth Activity: 15 Minutes

1. **Explain,** "Now that you have practiced filling out forms in the large group and you have filled out forms with a partner, let's try to do it on our own."
2. **Distribute** "Individual Activity: Filling Out a Survey".
3. Have the students fill out the car pool survey on their own.

Activities

Ending: 5 Minutes

1. **Remind** students of the tips for filling out forms.
2. **Ask** the students to bring 1 example of a form they have to fill out at work to the next class.
3. **Say** good-bye.

Answers to "Filling Out Forms"

1. b
2. a
3. b
4. b
5. a
6. c
7. b
8. a
9. b
10. b

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JobLink

Winning

At

Work

English as a Second Language

Improving Basic Skills

Lesson 22
Filling Out The Forms: Bringing It Back To Work

Lesson Description

This is a companion lesson to Lesson 21. Students have more opportunities to fill out more complex forms and to also practice on a form he/she uses back at work.

Objectives

By completing this lesson, students will be able to:

1. **Define** words used on common forms as well as on your company forms.
2. **Fill out** a form on their own.

Materials Needed

Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

Transparencies

"Common Forms" (Transparency 47)
  Hospital Form
  (2) Application for Employment Forms
  Employee's Withholding Allowance Certificate

Handouts

"Paired Activity Oral Questionnaire"
  (Handout 64a and 64b)

"Common Forms"
  Social Security Application
  Hospital Form
  Application for Employment Forms
  Employee's Withholding Allowance Certificate

Classroom Set-up

Total Time: 90 minutes

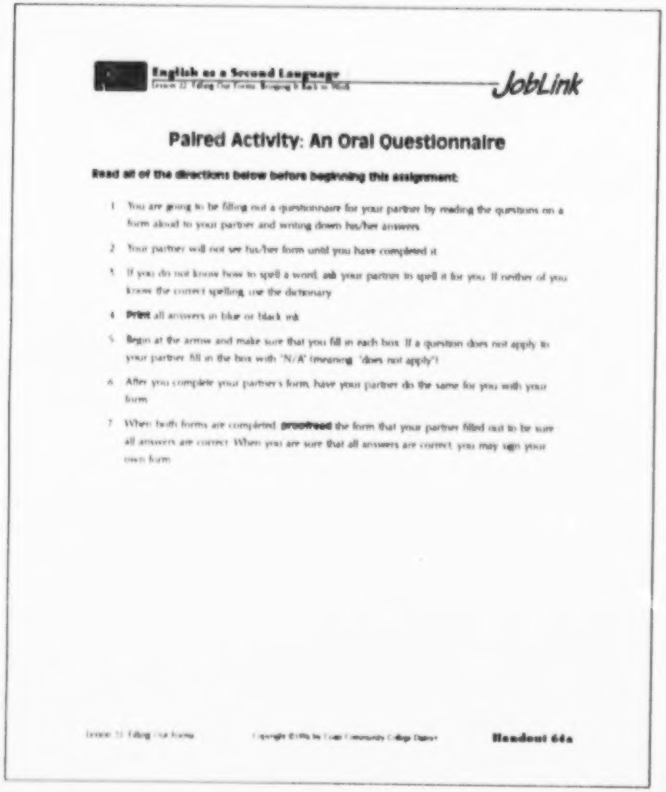
Opening- Large Group	20 min.
First Activity- Pairs	25 min.
Second Activity- Small Groups	30 min.
Third Activity- Individual	10 min.
Ending- Large Group	5 min.

Key Hardware · Transparencies · Handouts · Large Group · Small Groups · Discussion · Sign-in Sheet

▼ Activities

▼ Opening: 20 Minutes

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing



English as a Second Language
Lesson 22: Filling Out Forms: Bringing It Back to Work
JobLink

Paired Activity: An Oral Questionnaire

Read all of the directions below before beginning this assignment.

1. You are going to be filling out a questionnaire for your partner by reading the questions on a form aloud to your partner and writing down his/her answers.
2. Your partner will not see his/her form until you have completed it.
3. If you do not know how to spell a word, **ask** your partner to spell it for you. If neither of you know the correct spelling, use the dictionary.
4. **Print** all answers in blue or black ink.
5. Begin at the arrow and make sure that you fill in each box. If a question does not apply to your partner, fill in the box with "N/A" (meaning, "does not apply").
6. After you complete your partner's form, have your partner do the same for you with your form.
7. When both forms are completed, **proofread** the form that your partner filled out to be sure all answers are correct. When you are sure that all answers are correct, you may sign your own form.

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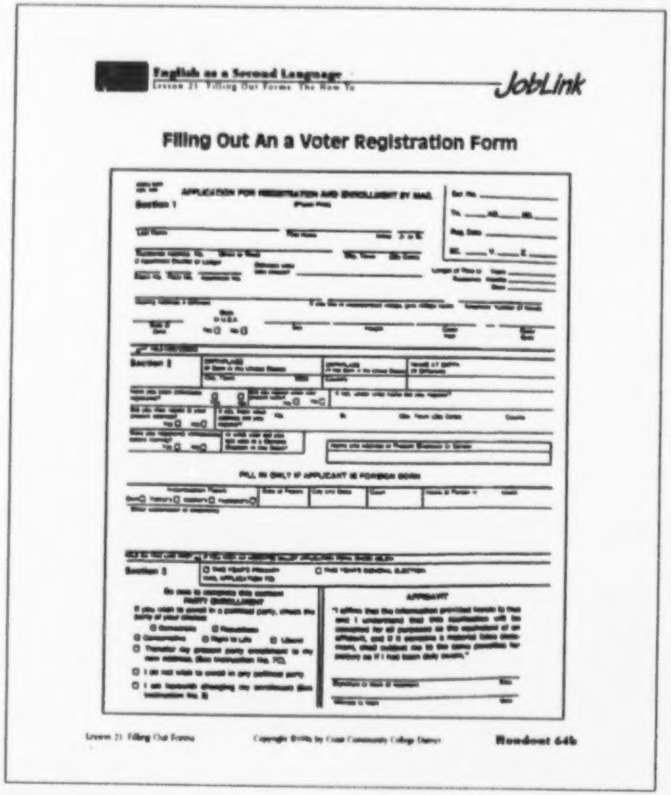

English as a Second Language
Lesson 22: Filling Out Forms: The How To
JobLink

Filing Out An a Voter Registration Form

Lesson 22: Filling Out Forms Copyright ©1996 by Coast Community College District **Handout 64b**

Handout 64a and 64b

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Activities

First Activity: 25 Minutes

1. **Explain**, "We will be working on filling out forms again today."
2. Have students get into pairs.

(H-64a & H64b) Handout

3. **Distribute** "Paired Activity: An Oral Questionnaire". **Remind** students of the Tips on Filling Out Forms from the last lesson.
4. **Explain** the directions for the activity and have the students complete the activity.

Activities

Second Activity: 30 Minutes

1. Have students take out the forms they brought from work. If none of the students brought in any forms, use the common forms provided.
2. Have the students get into groups of 3-4 and review the forms. **Ask** the students to make a list of words they do not understand.
3. Have the groups share their lists. **Write** the words on the whiteboard or flip chart.
4. **Assign** words to the groups and have them find the definitions of the words in the dictionary.
5. Have the groups share their definitions with the rest of the class.

Activities

Third Activity: 10 Minutes

1. **Ask** "What else do you need to know to fill out these forms?" Answer any questions.
2. Have each student fill out the form he/she brought to class. If the students did not bring a form to class, have him/her fill out one of the forms provided with this lesson.

Activities

Ending: 5 Minutes

1. **Remind** students of tips on how to fill out forms.
2. **Say** good-bye.

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English as a Second Language

Improving Basic Skills

Lesson 23
Return on Investment

Lesson Description

Purpose of this lesson:

Students and teachers will do an evaluation of student goals and progress.

Move student understanding of ROI as a measure of personal return to understanding the application of ROI to the individual's job.

Objectives

By completing this lesson, students will be able to:

1. **Revisit** ROI survey and rank their current status.
2. **Discuss** the application of ROI to jobs.
3. **Complete** a writing sample and compare with earlier work.
4. **Discuss** their goals and make suggestions for working towards those goals.

Materials Needed

Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

Form

"ROI Survey"

Classroom Set-up

Total Time: 90 minutes

Opening- Individual	30 min.
First Activity- Large Group	20 min.
Second Activity- Individual	20 min.
Ending- Large Group	20 min.

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Key Hardware Transparencies Handouts Large Group Small Groups Discussion Sign-in Sheet

Activities

Opening: 30 Minutes

1. **Say,** "I know that all of you are eager to make good progress in this class. Some of you have said you are wondering how you are doing. Some of you feel you are making good progress and others feel that you are not making any progress. Today, we'll take a look at where we are now. First we'll focus on your feelings about your progress and then we'll do a couple of activities to measure how much you've learned since the classes began."

2. **Say,** "I am returning to you the ROI survey you completed over a month ago. Today we'll fill this in again and you can indicate the areas where you feel you are improving.

3. **Distribute** "ROI" to students. *(See note below.)*

   (Instructors, return ROI surveys to students and supply new surveys to those who haven't completed a survey earlier, (see Lesson 3). We suggest using an overhead of the first question on the survey. Write in a response on the first line, just as the students did when they filled in the survey before. Then show them how there is a second line for the response this time. Tell them to fill the date in on this line and walk around the class to make sure everyone understands. Talk the class through the first question.)

4. **After,** the students have completed the surveys you can use them as a discussion starter, asking students which of these areas are important to them on their jobs and which ones are important to their supervisors or leads, but not to them. Encourage honesty during the discussion.

Activities

First Activity: 20 Minutes

Connecting the ROI survey to ROI on the job

1. **Say,** "We've talked a little bit about Return on Investment. What do you think it means?" Record all responses on flip chart and note that all are correct definitions of ROI.

2. **Ask,** "In the world of business, what is an investment?" Again, encourage brainstorming but do not record responses on the flip chart. If students have trouble identifying what an investment might be, offer this explanation:

3. **Say,** "People invest their money in many ways. The purpose of an investment is to use your money to make more money! Sometimes people make an investment by buying a house. They hope that someday they will be able to sell the house for more money than they paid when they bought it. This would be a good investment. Some people invest their money in a business, either their own business or someone else's business. If a person wanted to start an auto repair business, he or she would have to **invest** money in buying tools and renting a place to run the business. What other **investments** would the person have to make?" *(Students may suggest advertising, supplies like oil, or any number of other set-up costs.)* Go over any important findings.

4. **Say,** "Let's say the person has spent $10,000 to set up the business. If this was his or her own money, this would be the owner's **investment** in the business. Let's say that after two years, the business is closed down. After everything is sold, the owner is left with $15,000. Was this a good investment? We call this $15,000 the Return on Investment....this was a good return on investment."

▼ Activities

▼ First Activity: (continued)

5. **Say,** "What does this have to do with your company and your jobs?" *(After students have ad a chance to offer ideas, suggest the following)*

   Say, "Your company would like a good Return on Investment for these classes. That means, they would like to see that the things you are learning will make it possible for you to do your job better. How might this work?" *(Again, record responses on flip chart. If it doesn't come out during student discussions, suggest the following:)* "Will anything you are learning make it possible for you to do your job faster?" *(If the answer is yes, ask for examples and record these).* "Is it possible that you might be able to catch more mistakes or avoid mistakes as a result of some things you are learning?" *(Again, record and discuss responses.)*

6. **Ask,** "Do you think your lead or supervisor might save some time as a result of you being able to work with less help from him or her?" *(Again, record and discuss.)*

Activities

First Activity: (continued)

7. **Emphasize,** "All of these are items that could save money for your company or help your company make more money. If this happened, they would say that they got a good Return on Investment for this training. Do you know your hourly wage? Can you figure out how much it costs your company to send you to class each week?" (3 hours x hourly wage). *(Help students make this calculation)*

   Ask, "If you could make a change in your job to save this much each week, your company would have a good Return on Investment!"

   (Encourage discussion of this concept and record for us any other ideas that surface in your class. In their notebooks, students may want to record an idea or ideas for how they might be able to make a job improvement or change. You can also tell the B level classes that they will be beginning a lesson next class meeting that will help them develop ideas for ways to improve what they do on the job. Also, encourage them to share ideas during any class and let them know that these ideas will be discussed again at the end of the classes in September.)

8. At the end of the discussion, **collect** the surveys and **explain** that the student will have a chance to rank themselves again at the end of the class in September. ROI surveys and other ideas that have come up during the discussion should be put in the designated place in the instructors' cabinet.

Activities

Second Activity: 20 Minutes

Am I Improving?

Writing Sample Comparison

1. **Say,** "There are many ways to see the improvements you are making. You may not notice them because you make improvements one small step at a time. During the first or second class, you wrote something about yourself. Today, I will give you sometime to write once, again. then I will help you see if your writing is improving. This is important, because we know that if your writing is improving, your speaking and reading are also improving. You know that your reading is part of the test you took before the classes, so I know that you are eager to see if you are becoming better readers. After you have finished writing, we'll also talk about your reading."

Activities

Second Activity: (continued)

2. **Ask** students to write a description of their job. If you had them write about something in specific in the first writing assignment have them write about the same topic. When students have finished writing, ask them to find the first journal entry in their notebooks and begin with a general discussion about the differences they see. Then lead them through the following self analyses items:

    1. Count the number of words in each sample, You were given the same amount of time for both writing samples. Your ability to write more words in the same amount of time is one of the first indicators that your writing is improving.
    2. New words- Find and circle words in your second sample that you did not know how to write or would not have used when you wrote your first sample.
    3. Are your sentences getting longer? This is another indicator that you are writing better.

3. Instructor **say**, "If you will give me both of your writing samples, I will review them and return them to you. Before giving them to me, write your name on each one. If you want me to mark spelling and grammar errors, put an "S" below your name. If you do not put an "S" on your papers, I will write you some comments about your writing, but I will not mark these errors. In addition to the things you just looked at, I will also look for other signs that you are improving and I will tell you about these things. I will also give you ideas for things to work on. When I return your samples next week, we can talk about all these things."

Activities

Ending: 20 Minutes

Setting Goals For Improvement

1. **Say,** "In addition to improving your writing, what are some of the other goals you have for yourself in these classes?" *(List these on the flip chart and discuss them along with discussing how the class is helping in each area and what students can do on their own to further improve these areas and skills.)*

2. **Ask,** "What can you do to reach these goals?" Some examples might be:
   Read at least 10 minutes a day.
   Do simple math problems
   Read more and ask yourself what you have read afterwards
   Ask yourself the 5 W questions.
   Get a book of simple math problems and practice those you don't know
   Use your memo book to write down words you want to learn and bring those words to class with you
   When you don't understand, ask questions!
   Be a student everyday. Be proud that you are learning.

Activities

Ending: (continued)

3. You may want to help students formulate some specific goals for themselves and **write** these down in their notebooks.

4. If there is time left, students might want to **discuss** or promote some of the books they have been reading during Sustained Silent Reading or from the your company library. **Encourage** them to tell others about the books they are reading.

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English as a Second Language

Improving Basic Skills

Lesson 24
Wrapping it Up

Lesson Description

This is a wrap up class. The writing samples will be returned and the students will fill out evaluations of the program. Students will receive certificates. Continuing learning opportunities will be discussed.

▼ Objectives

By completing this lesson, students will be able to:

1. **Evaluate** the module.
2. **Get** feedback on their writing.

▼ Materials Needed

▼ Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

▼ Form

"Learner Assessment Form"

▼ Classroom Set-up

▼ Total Time: 90 minutes

Opening- Large Group	20 min.
First Activity- Large Group	20 min.
Second Activity- Individual	20 min.
Third Activity- Large Group	20 min.
Ending- Large Group	5 min.

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▼ Key Hardware · Transparencies · Handouts · Large Group · Small Groups · Discussion · Sign-in Sheet

Activities

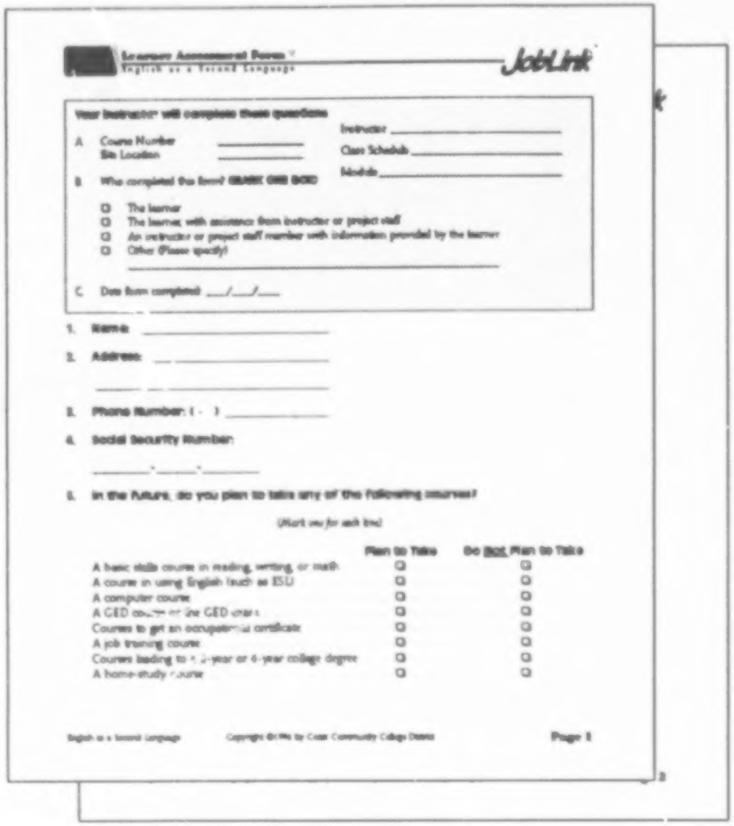
Opening: 20 Minutes

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing

Activities

First Activity: 20 Minutes

1. **Say,** "Today is the last class."
2. **Hand back** the writing samples from the last lesson. **Explain** how you used them or graded them. Go over any important findings.
3. **Tell** the group how they did. Go over any overall improvements that you saw.
4. Have the students compare the writing samples. **Ask** the students to share any changes they see from their different samples.



Learner Assessment Form
English as a Second Language
JobLink

Your instructor will complete these questions

A Course Number ____________
Site Location ____________

Instructor ____________
Class Schedule ____________
Module ____________

B Who completed the form? (MARK ONE BOX)

☐ The learner
☐ The learner, with assistance from instructor or project staff
☐ An instructor or project staff member with information provided by the learner
☐ Other (Please specify)
____

C Date form completed: ___/___/___

1. Name: ____________

2. Address: ____________

____

3. Phone Number: ( ) ____________

4. Social Security Number:

_____-_____-_____

5. In the future, do you plan to take any of the following courses?

(Mark one for each line)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	☐	☐
A course in using English (such as ESL)	☐	☐
A computer course	☐	☐
A GED course or the GED exam	☐	☐
Courses to get an occupational certificate	☐	☐
A job training course	☐	☐
Courses leading to a 2-year or 4-year college degree	☐	☐
A home-study course	☐	☐

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Form

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▼ Activities

▼ Second Activity: 20 Minutes

1. **Explain,** "Now, we want to find out what you thought of the class. I am going to be handing out an evaluation form called 'Learner Assessment'. Please fill it out honestly. Your feedback is very important to us."
2. **Distribute** "Learner Assessment" forms. **Ask** for questions before the students begin.
3. **Explain** how to fill out the form.

Activities

Third Activity: 20 Minutes

1. **Compliment** the students on a job well done.
2. **Distribute** certificates.

Activities

Ending: 5 Minutes

1. **Thank** everyone for their participation.
2. **Explain** the importance of continuing their education. **Tell** the students about learning opportunities in your area.
3. **Say** good-bye.

Bingo Game

Find someone in class who...

Plays Soccer	Has been to Disneyland	Has Grandchildren
Has a sister	Likes tomatoes	Was born in California
Has been to San Francisco	Worked at your company more than 10 years	Likes to sing
Goes to school	Has children	Is not married
Has a dog	Has blue eyes	Drives a truck

Small Talk

Hi. How are you?

Fine. How are you?

Fine, thank you.

What's your name?

I'm..................

What's yours?

I'm..................

What's your job at this company?

I'm..................

What do you do?

I.....................

How long have you worked here?

About..................

How about you?

About..................

Do you like your job?

Yes/no

Why?

Because..................

Well, I've enjoyed talking with you. I hope I see you again.

Me too. Good-bye

Bye.

Group Activity To Small Talk

1. Each team member will write down two questions he/she might ask a new friend or co-worker in order to make small talk.
2. Each member will share his/her questions with the group.
3. The group will choose from those questions and write a "small talk" dialogue.
4. Practice the new dialogue with at least two partners from the group. Be sure each person tries to take both parts.
5. The group will choose two members to perform the dialogue for the whole class.

Work Words

Find 5 words in the workplace that you do not know already. Write them down on this sheet and find out what the definitions are.

Word #1 ______________________________

Definition: ______________________________

____

____

Word #2 ______________________________

Definition: ______________________________

____

____

Word #3 ______________________________

Definition: ______________________________

____

____

Word #4 ______________________________

Definition: ______________________________

____

____

Word #5 ______________________________

Definition: ______________________________

____

____

Blue Group

In your dictionary, find ten states of the United States. Write down the names of the states and their capitals.

	State	Capital
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

On which pages in your dictionary did you find the names of the states?

Write down the page numbers. page _____ to page _____.

Pink Group

Work with the members of your group to find the information. Make sure you understand it and can explain it to your home group. In your dictionary, find the section which tells about measurement.

Write down the equivalent measure for each of the following:

1. 1 pint = ______ cups
2. 1 foot = ______ inches
3. 1 quart = ______ pints
4. 1 gallon = ______ quarts
5. 1 meter = ______ inches
6. 1 pound = ______ ounces
7. 1 gram = ______ ounces
8. 1 centimeter = ______ inches
9. 1 meter = ______ yards
10. 1 kilo = ______ pounds

On which pages in your dictionary did you find the measurements?

Write down the page numbers. page ______ to page ______.

Yellow Group

In your dictionary, find the definitions of the following words:

1. manufacturing

____

____

____

2. welding

____

____

____

3. soldering

____

____

____

4. assembling

____

____

____

Green Group

In your dictionary, find the definitions of the following words:

1. hazardous

____

____

____

2. waste

____

____

____

3. flammable

____

____

____

4. caution

____

____

____

Using Your Dictionary
Home Group

White Worksheet

1. Write down the names of three states and their capitals.

State	Capital

2. Write the equivalent measure for each of the following:

1 foot = __________ inches

1 meter = __________ yards

1 quart = __________ pints

3. Write the definitions of the following words:

hazardous ____

____

welding ____

____

4. How many Presidents of the United States were named "John"? __________

5. How many Presidents has the United States had? __________

Who Can You Find?

Find someone in this class who:

1. ____________________ has worked at your company for more than 5 years.
2. ____________________ goes to school.
3. ____________________ reads directions or instructions at work.
4. ____________________ likes to talk at team meetings.
5. ____________________ has to talk on the phone at work.
6. ____________________ wants to learn more English.
7. ____________________ wants to become a U.S. citizen.
8. ____________________ reads safety signs at work.
9. ____________________ went on a trip to Mexico during vacation.
10. ____________________ has an idea to tell the supervisor or boss.

Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________________
Author ______________________________
Today I read pages ______ - ______

This book was about ______________________________
____
____

New Words:
______________ = ______________
______________ = ______________
______________ = ______________

Writing (10+ minutes)

Topic: ____
____

Your thoughts: ______________________________
____
____
____
____
____

Vocabulary List

1. contaminate
2. sterile
3. solution
4. filter
5. container

Main Ideas

The following words can be put into groups. The main idea of each group is listed. Try to put the words with the correct main idea.

Sports

____
____
____
____
____

Colors

____
____
____
____
____

Clothing

____
____
____
____
____

Tools

____
____
____
____
____

hammer
baseball
screwdriver
tennis
swimming
pants
soccer
chisel
brown
skirt
orange
shirt
turquoise
vest
beige
track
jacket
shovel
saw
gray

Main Idea Hunt

At our company we make many products. PICs or Plastic Irrigation Containers are an important product. About 14% of our company's profits come from PICs. There are many steps to follow when PICs are made. PICs come in many sizes.

The most important idea is:
a. Our company makes only PICs.
b. PICs are an important product at our company.
c. Our company makes supplies for eye doctors.

____

Plastic Irrigation Containers come in four sizes. Some PICs are half liter and some are one liter. PICs are also two liter and four liter. The crew can handle the smaller containers faster than the larger containers. Every size PIC must be handled with care.

The most important idea is:
a. All PICs are the same size.
b. The crew only handles four liter PICs.
c. PICs are not all the same size.

Copy the sentence from the paragraph that tells the answer.

____

____

Our company manufactures all the things that are needed for IV therapies. At our company we make IV solutions and the sets that connect the patient to the solution. We also manufacture and distribute the computerized pumps that control the flow, the filters and the poles.

The most important idea is:
a. Our company makes computerized pumps.
b. Our company makes everything that is needed for IV therapy.
c. Our company makes IV solutions.

Underline the sentence in the paragraph that tells the answer.

English as a Second Language
Lesson 8: Just Give Me the Facts
JobLink

Dictation Pairs – Student A

$6.25 ____________________

$3.40 ____________________

$1.98 ____________________

$4.19 ____________________

$10.00 ____________________

$2.90 ____________________

$5.75 ____________________

$8.30 ____________________

English as a Second Language
Lesson 8: Just Give Me the Facts
JobLink

Dictation Pairs – Student A

$6.25 ____________________

$3.40 ____________________

$1.98 ____________________

$4.19 ____________________

$10.00 ____________________

$2.90 ____________________

$5.75 ____________________

$8.30 ____________________

Dictation Pairs – Student B

$3.18 ______________________________

$7.16 ______________________________

$2.80 ______________________________

$9.60 ______________________________

$1.55 ______________________________

$4.15 ______________________________

$8.20 ______________________________

$6.17 ______________________________

English as a Second Language
Lesson 8: Just Give Me the Facts
JobLink

Dictation Pairs – Student B

$3.18 ______________________________

$7.16 ______________________________

$2.80 ______________________________

$9.60 ______________________________

$1.55 ______________________________

$4.15 ______________________________

$8.20 ______________________________

$6.17 ______________________________

Let's Find Facts

A good attitude at work can help you get ahead. You can show a good attitude on your job. Be on time every day and do your work well. Help the other members of your team. Don't tell them, "That's not my job."

At work, you should
- a. come late.
- b. be angry with your co-workers.
- c. help your co-workers.

Miguel had a problem at work. The same machine broke again. It had broken twice last week. Miguel call the repairman to fix it. The man did not come for two hours. Miguel got angry and yelled at the repairman. The next day the repairman called Miguel's supervisor.

Miguel was angry because
- a. the machine worked well.
- b. the repairman did not come for a long time.
- c. he was tired.

Most of us work every day with many different people. We talk with co-workers and with our bosses. Sometimes we work with customers. It is important to get along with them. Working well with others and having a good attitude save the company money because production often goes up.

Getting along with others
- a. is important.
- b. makes other people mad.
- c. is very easy.

If employees work well together
- a. the company loses money.
- b. production rises.
- c. customers call to complain.

Sorting Things Out

Working with your group, name four things which fit in each category.

Animals

____
____
____
____
____

Things That Fly

____
____
____
____
____

Things You Can Drink

____
____
____
____
____

Sweet Things

____
____
____
____
____

Who Can You Find-#2?

Find someone in this class who:

1. ____________________ can tell you who to call for a medical emergency.
2. ____________________ wears hearing protection in his or her department.
3. ____________________ knows what "evacuation" means.
4. ____________________ likes to list to books on tape.
5. ____________________ wears safety glasses on the job.
6. ____________________ can give you directions to the cafeteria.
7. ____________________ can explain the word litter.
8. ____________________ works in a cleanroom.
9. ____________________ uses a weld shield at work.
10. ____________________ has a new idea to tell the supervisor or boss.

Order, Order, Order!

The following is the sequence for making, filling, sealing and inspecting PICs.

The bottles are made in Blow Molding.
The solution is put in in the filling line.
The bottles and closures are sealed together.
They are sealed with a solution made in Mixing.
The filled container is "cooked" until it is assured that the product is sterile.
They are dried on the packing line.
The inspector gives them a touch test.

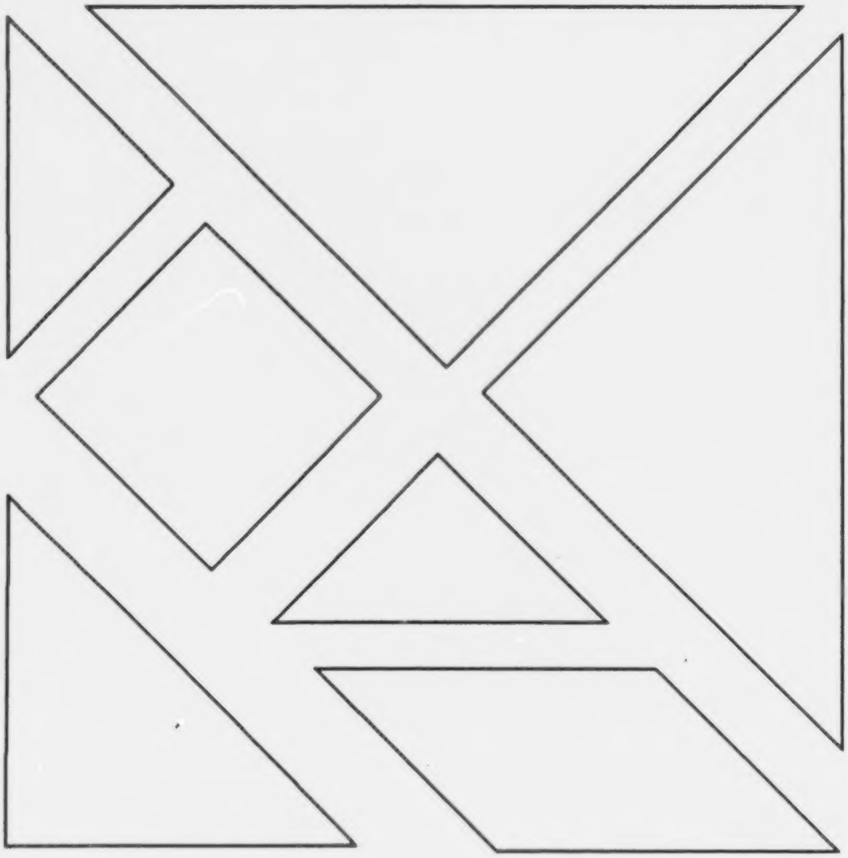
Put these statements in the proper order.

The filled container is "cooked" until it is assured that the product is sterile.
The solution is put in in the filling line.
The inspector gives them a touch test.
The bottles are made in Blow Molding.
They are sealed with a solution made in Mixing.
They are dried on the packing line.
The bottles and closures are sealed together.

GC1

Let's Make a House or a Boat

Cut out the shapes below. Then, work with a partner to see if you can join the pieces to make the house, and then the boat. It is not as easy to put the pieces together as it looks! Your teacher has the answers.



How Are We Doing?

Please **circle** the answer which most nearly matches your opinion.

I am learning	nothing	a little bit	a lot
My reading is improving	not at all	a little bit	a lot
English is	always difficult	sometimes difficult	easy
I like my work	not at all	a little bit	a lot

The best thing about this class is ____________________

I would like this class more if ____________________

A Busy Day

Anna and Maria had a busy day. Put the sentences in the correct order to tell what they did.

______ a. After dinner, Anna washes the dishes and does her homework.

______ b. Anna goes to bed at 10:00.

______ c. Anna gets up at 6:00.

______ d. Anna and Maria eat dinner at 6:30.

______ e. At 7:00 in the morning Maria takes Anna to school.

______ f. Anna finishes school at 3:00.

______ g. Maria picks Anna up after school.

______ h. Maria makes breakfast for Anna.

______ i. Maria makes dinner and Anna sets the table.

Getting to Know You

Find someone in class who:

Has to read work orders at work. ____________________

Had to learn something new on the job in the last 6 months. ____________________

Has to write notes at work. ____________________

Has to use the computer at work. ____________________

Is on a team at work. ____________________

Goes to school. ____________________

Wants to learn a new job at work. ____________________

Had to make a presentation at work. ____________________

Has changed jobs in the last year. ____________________

Learning Styles

A *learning style* means the way an individual likes to learn. A person's learning style is influenced by nature and environment. Three learning styles which we will discuss today are:

1. Visual Learners

2. Auditory Learners

3. Tactile Learners

Adult Learning Style Profile

Directions: Read each statement. Place a 1, 3, or 5 in the box at the end of the statement:

1 Indicates least like you
3 Indicates somewhat like you
5 Indicates a lot like you

Work quickly- do not sit and ponder. **There are no right or wrong answers.**

______1. I'm good at remembering things I hear or that people tell me.
______2. I like to read and usually read a lot.
______3. I notice that I often bear down extremely hard with pen or pencil when writing.
______4. I often find diagrams, graphs, and charts difficult to understand.
______5. I do better at following directions if I read them, not just hear them.
______6. I enjoy doing work/sewing or woodworking or working on machines.
______7. I like group-type projects which allow for lots of discussion and exchange of ideas.
______8. Graphs, charts, and diagrams help me to understand the subject/presentation.
______9. I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening, or talking.
____10. I understand academic subjects better when listening to lectures or tapes.
____11. I remember best by taking notes in classes/meetings; making lists of things to do.
____12. I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working.
____13. I find that I can spell difficult works if I "sound them out."
____14. I'm good at using maps to find places.
____15. I like classroom or work projects where I can create/make things or build models.
____16. I enjoy attending and listening to a good lecture/speech play or drama.
____17. I enjoy spending time reading or looking through magazines, books and newspapers.
____18. I exercise regularly by doing aerobics, jogging, walking or participating in sports activities.
____19. To solve a problem/difficult situation, I need/like to talk it over/discuss it with others.

Adult Learning Style Profile

(continued)

____20. It helps me to spell difficult words if I write them down or see them in print.
____21. I feel comfortable in physical contact of touching others, hugging, and handshaking.
____22. I'm good at remembering and following oral directions.
____23. I am good at working and solving jigsaw puzzles and mazes.
____24. I enjoy sight-seeing and visiting new places.
____25. I enjoy music: singing, listening, going to musicals or concerts.
____26. I'm good at researching topics articles or stories and/or writing reports.
____27. I doodle during meetings, lectures, or while listening on the phone.
____28. I read aloud/whisper to myself when trying to understand new or difficult material.
____29. I'm good at doing layout and design work: formatting drawing, sketching and coloring.
____30. I like working with computers or other electronic technology for learning/working.

Permission granted by S. E. Pues, Tarzana, California

Inventory Scoring

1. *Put the point value number (1, 3, 5) on the line next to its corresponding item number.*
2. *Add each column to get your total score under each heading.*

1 point = Seldom
3 points = Sometimes
5 points = Often

AUDITORY	**VISUAL**	**TACTILE**
No. of Pts.	**No. of Pts.**	**No. of Pts.**
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
16. _____	17. _____	18. _____
19. _____	20. _____	21. _____
22. _____	23. _____	24. _____
25. _____	26. _____	27. _____
28. _____	29. _____	30. _____
_____ **Total**	_____ **Total**	_____ **Total**

Inventory Scoring

(continued)

Copy your highest, second highest, and lowest scores below:

Scores: _____ - _____ - _____
Highest Second Lowest

Your Learning Style Profile

"Style Letters": _____ - _____ - _____

Example:

38 - 34 - 28
V T A

Learning Styles Suggestions

If you are a **visual learner** (learn by seeing):

1. Write things down because you remember them better that way.
2. Look at a person when he or she is talking.
3. It is better for you to work in a quiet place, and usually by yourself.
4. Use color highlighters to mark important information.
5. Write vocabulary words on index cards in color, and study the information.

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say: "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing):

1. Try working with a friend so you can talk over information.
2. Make tape cassettes of information and listen to them.
3. Read information aloud to yourself.
4. Write vocabulary or other information on index cards in color, and read aloud.
5. Recite aloud the things you want to remember.

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say: "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing):

1. When trying to learn something, walk around while saying the information to yourself.
2. When trying to memorize information, try closing your eyes and writing the information in the air.
3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing.
4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak.
5. You probably like to have quiet music playing when you are working.

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might

The Matching Game

Match each word to its correct definition:

To put something together ____________________

To make things better ____________________

A written or printed announcement ____________________

A group of people who work or play together ____________________

The work hours ____________________

The person in charge of a department ____________________

The person we make our product or service for ____________________

To get rid of ____________________

A piece of work set to be done ____________________

A gathering, an assembly ____________________

A payment in return for work ____________________

The method to make a product ____________________

A letter ____________________

What you might get when you work at a company (insurance, bonus plan, etc.) ____________________

A rise in rank or position, an advancement ____________________

Supervisor
Customer
Eliminate
Improve
Process

Promotion
Shift
Assemble
Notice
Team

Memo
Salary
Benefits
Task
Meeting

Using the Words

One day the ____________________ in my department was talking to one of our ____________________ who told him that we needed to improve our ____________________. Our supervisor felt that this was not going to be an easy ____________________ and he put together a ____________________ of employees from our department and called a ____________________ for us to get together on Friday. On Friday, we talked about improving what we do by ____________________ some of the waste we have in the ____________________ area (the place where we put together the parts). After the meeting, our supervisor sent out a ____________________ to let everyone know what we had decided. We posted a ____________________ on the floor so everyone on both ____________________ would know what to do. The suggestion our team made was very successful. We all got a __________and a raise in our____________________. The company was so happy they added a bonus plan to our ____________________program.

Supervisor
Customer
Eliminate
Improve
Process

Shift
Assembly
Notice
Team
Meeting

Memo
Salary
Benefits
Task
Promotion

Workplace Idioms

1. Cream of the crop.

2. Work like a dog.

3. My feet are killing me.

4. Bread winner

5. Top banana

6. Bite off more than I can chew

7. Moonlight

More Work Words

Word #1: ______________________

Definition: ____

____

____

Word #2: ______________________

Definition: ____

____

____

Word #3: ______________________

Definition: ____

____

____

Pre-Module Information Survey

1. Read all of the directions below before answering any of the questions on this page.
2. Print your last name: ____________________
3. Print your first name: ____________________
4. Print the name of your company: ____________________
5. How many years have you worked for this company? ______
6. What is your job title? ____________________
7. What tools or equipment do you use on the job? ____________________
8. How many employees are in your department? ______
9. How many employees are in your class? ______
10. How many languages do you speak? ______
11. How many members of your family speak more than one language? _________
12. What percentage of the time do you use English on the job? _________ %
13. What percentage of the time do you have to write English on the job? _________ %
14. Do you use a computer on the job? _____
15. Do you use a computer at home? _____
16. Put a check in the box in front of the English language skill that you think is your **strongest** skill: ☐ Reading ☐ Writing ☐ Speaking
17. Put a check in the box in front of the English language skill that you think is your **weakest** skill. ☐ Reading ☐ Writing ☐ Speaking
18. Do not answer any of the questions above. This is just a test to see how well you read directions.

Chronological Order

Ordering Words

The following words may be used to help order the steps of a process:

first
second (third, fourth, etc.)
then
next
after
finally

Put the following steps in order by writing the number in front of each step that shows which number it is in the process. Use the ordering words in bold to help you:

____ After that, I put on sterile gloves.
____ When I arrive in the locker room, I wash my hands.
1 Every day, I arrive at work at 7:00 a.m.
____ Then, I put on a sterile gown and mask.
____ The first thing I do is clock in.
____ I am finally ready to go to my work area.
____ Secondly, I walk to the locker room

Organizing and Writing Step-by-Step Directions

YOUR NAME: ______________________________

TITLE OF INSTRUCTIONS: ____

Write down all of the steps involved:

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

Using Key Words to Take Notes

Key words are the words in written and spoken material that carry the most information.

Writing down key words when we listen, or underlining key words when we read helps us remember important information.

You have just finished listening to your instructor read the selection below. While you listened, you wrote down a few key words to help you remember the important points.

In the selection below, **underline** all of the key words that you wrote down as you listened:

Instructions for Using Hearing Protection

Hearing protection is required in noisy work areas. There are signs posted in all areas where ear plugs are required. Before entering a posted area, take a pair of ear plugs from the box at the door. First, unwrap the ear plugs. Then, insert an ear plug into each ear. Be sure the ear plugs are in securely. Throw the plastic packaging into the waste receptacle. After exiting the posted area, throw the ear plugs away in the waste receptacle.

What Key Words Did You Use?

Your Name ____________________

#1
Title: ____________________ By: ____________________

Key Words

Ordering Words

#2
Title: ____________________ By: ____________________

Key Words

Ordering Words

#3
Title: ____________________ By: ____________________

Key Words

Ordering Words

Evaluation

1. Choose one set of directions from your group.

   Title: ____________________ By: ____________________

2. List the **key words** that were used *by every group member* as the directions were passed along. These are called key words *in common:*

3. List the **key words** that were only used by *some* members of the group:

4. What **ordering words** did group members use?

5. How did these ordering words help others understand the step-by-step directions?

Dialogue

Jose is a new employee. Carmela is his new lead. They are talking in Carmela's office. Carmela is giving directions to Jose. She is telling him the steps he will need to do his job.

Work with a partner. Read the following dialogue to see how Jose asks for the information he needs:

CARMELA: Jose, you will be in charge of keeping our parts bins supplied with parts. When you see that we need parts, you will fill out a requisition form and take it to inventory. They will give you the parts and you will bring them back to our department.

JOSE: **Would you mind** if I asked you some questions?

CARMELA: Sure, go ahead.

JOSE: What requisition form do I need?

CARMELA: You need Requisition Form #210. The forms are kept in the folder next to the computer.

JOSE: **Do you mean** the red folder between the computer and the printer?

CARMELA: Yes, that's the one.

JOSE: O.K. Who fills out the form?

CARMELA: You need to complete the form.

JOSE: **Could you please explain** how I fill out the form?

CARMELA: Sure. Just fill in the date, the part number, and the quantity.

JOSE: **I'm sorry**. I forgot where I'm supposed to pick up the parts.

CARMELA: That's all right. You pick up the parts in Inventory.

JOSE: Where is Inventory?

CARMELA: It's in the warehouse.

JOSE: Who do I give the form to?

CARMELA: Give it to the person at the desk. Wait for them to bring you the parts. Then, bring the parts back here and put them in the correct bin.

JOSE: I understand now. Thank you.

Useful Expressions

Polite Expressions To Use When Giving and Receiving Directions:

Could you please...?

Would you please...?

Excuse me...

I'm sorry...

Please...

Would you mind...?

What To Say When You Don't Understand:

I don't understand. Could you please explain that again?

I don't understand. Could you please show me?

What do you mean?

Do you mean...?

Did you say...?

I'm no sure I understand. Could you please give me an example?

Making Directions Easy to Understand

Carmela's directions did not have enough information. She did not include all the key ideas. Jose had to ask many questions to understand his new job. Carmela could have helped Jose if she had used ordering words to tell him the steps involved in his new job.

Use the information from the dialogue to write down all of the steps Jose needs for his new job. Be sure to put the steps in chronological order and include all of the details for each step:

____

Directions for Jose's Job: Keeping the Bins Supplied With Parts

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

Directions for the New Employee

Write step-by-step instructions for your job. Remember to use at least one verb (action word) in each step. Remember to use ordering words.

My job is ______________________________.

Directions for doing my job:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Word Power

Card Game Vocabulary

Nouns (people, places, or things):

player
deck
stack
pair
step
half
top
bottom

Verbs (action words):

divide
collect
count

Adjectives (describe nouns):

face up
face down

Ordering Words *(Remember these from Lesson 14?)*

first (second, third, fourth, fifth, etc.)
then
next
after
finally

Learning Styles Groups

Group #1 = **auditory** learning group. The volunteer from this group will listen to directions then restate them to the group. The volunteer is **not** permitted to look at the directions or have cards to play with.

Group #2 = **visual** learning group. The volunteer from this group will read a set of directions then restate them to the group. The volunteer does **not** receive any verbal explanation of cards to play with.

Group #3 = **tactile** learning group. The volunteer from this group will be shown by one or two of the group members how to play the game using cards as props. The group is **not** allowed to explain the directions verbally or show the written directions to the volunteer.

How to Play War

War is a popular card game in the United States. It is played mostly by children and teenagers. *War* requires two players. To play:

1. Divide a deck of cards in half. Give one half to Player #1 and the other half to Player #2.
2. Each player places his cards in a stack. He puts the stack face down in front of him.
3. Next, each player takes the top card from his stack and places it face up in the center of the table. The player with the highest card wins. The winner takes the two cards from the center of the table and puts them face up next to his stack of cards.
4. Repeat step #3 until all cards in the face down stack have been played or until the cards in the center are a pair (have the same number or face).
5. If the cards in the center are a pair, each player places one card face down next to his card in the center. Then each player places another card face up in the center of the table. The highest card wins, and the winner collects all six cards from the center.
6. When both players have played all the cards in their stacks, they count the cards face up in front of them. The player with the most cards is the winner of the game.

Teaching My Job To Others

Directions: Describe how you would teach another employee to do your job. Use cues that are:

1. *auditory* (give verbal directions)
2. *visual* (give written information)
3. *tactile* (physically demonstrate what you do)

Auditory Cues (What would you say to the new employee?)

Visual Cues (What written information would you give to the new employee?)

Tactile Cues (What would you ask the new employee to do to learn your job?)

Word Power

Preview the following vocabulary words before playing the "Wandering Through The Workplace Game"

- ahead
- bonus
- clockwise
- schedule
- dice (plural); die (singular)
- backward
- obey
- counterclockwise
- deserve
- forward
- punctual
- rotation
- wander
- error

Prepositions

Preview the meaning of the following prepositions before playing the Wandering Through The Workplace Game:

- above
- at
- below
- behind
- beside
- for
- onto
- in back of
- in front of
- into
- next to
- of
- with
- out
- through
- to
- under
- on
- in

How to Play

Playing the game requires setting up the cards in numerical order on a table or floor. They may be snaked or curved around to resemble "Chutes and Ladders". One die is needed.

Three to four players sit in a circle with the game cards set up in numerical order between them.

Each player chooses a marker and places it in the space marked "Start". Each player needs a different marker. *(The marker may be a coin, a paper clip, or any other small object.)*

Players must decide who will be first. Find out who in the group arrived at work first today. That person will take the first turn. The second player is the player sitting to the left of the first player. Take turns clockwise around the circle.

Each player rolls the die and moves the number of spaces shown on the die.

The player reads the instructions on the space out loud and follows the instructions.

The winner is the first player to reach the finish line.

Words for Meetings

notebook
pen
pencil
three-hole punch

white board
dry erase markers
eraser

overhead projector
transparency
transparency markers

flip chart
permanent markers

podium
desk
cabinet
bookshelf
table

Instructions for Decoding the Mystery Message

Group 1

The following is a secret message. To decode the message, your group will need three different keys.

Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

Secret Message

Part One

16-12-11-24-11 21-7 1 10-1-3 23-20 19-1-14-2-9 21-14
16-12-21-7 24-23-23-5.

Part Two

24-3 24-12 20-5-17-8-21 3-7-8 17-8-12-6 24-5
18 9-22-19.

Part Three

11-17-2-7 14-15-9 3-1-13 1-2-7 7-17-18-17-7-9 17-14-12
5-4-2-14-9-2-14-12 1-25-4-2-13 14-15-9 25-9-25-3-9-10-12
4-11 24-4-16-10 13-10-4-16-6.

Instructions for Decoding the Mystery Message

Group 2

The following is a secret message. To decode the message, your group will need three different keys.

Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

Secret Message

Part One

16-12-11-24-11 21-7 1 10-1-3 23-20 19-1-14-2-9
21-14 16-12-21-7 24-23-23-5.

Part Two

24-3 24-12 9-8-7-24-5-17 3-7-8 25-23-24-13
26-7-18-21-3.

Part Three

11-17-2-7 14-15-9 3-1-13 1-2-7 7-17-18-17-7-9 17-14-12
5-4-2-14-9-2-14-12 1-25-4-2-13 14-15-9 25-9-25-3-9-10-12
4-11 24-4-16-10 13-10-4-16-6.

Instructions for Decoding the Mystery Message

Group 3

The following is a secret message. To decode the message, your group will need three different keys.

Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

Secret Message

Part One

16-12-11-24-11 21-7 1 10-1-3 23-20 19-1-14-2-9
21-14 16-12-21-7 24-23-23-5.

Part Two

24-3 24-12 22-5 3-7-8 3-18-9-23-8 9-8-7-24-5-17 3-7-8
22-11-8-21-7-8-18-17 13-21-22-15-8-26-3-22-21.

Part Three

11-17-2-7 14-15-9 3-1-13 1-2-7 7-17-18-17-7-9 17-14-12
5-4-2-14-9-2-14-12 1-25-4-2-13 14-15-9 25-9-25-3-9-10-12
4-11 24-4-16-10 13-10-4-16-6.

Instructions for Decoding the Mystery Message

Group 4

The following is a secret message. To decode the message, your group will need three different keys.

Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

Secret Message

Part One

16-12-11-24-11 21-7 1 10-1-3 23-20 19-1-14-2-9
21-14 16-12-21-7 24-23-23-5.

Part Two

24-3 24-12 24-5 18 9-24-16 9-22-19 5-8-19-3 3-22
3-7-8 26-18-9-24-5-8-3-12.

Part Three

11-17-2-7 14-15-9 3-1-13 1-2-7 7-17-18-17-7-9 17-14-12
5-4-2-14-9-2-14-12 1-25-4-2-13 14-15-9 25-9-253-9-10-12
4-11 24-4-16-10 13-10-4-16-6.

KEY 1

Use the following key to decode the first part of the secret message.

1 = A
2 = D
3 = G
4 = J
5 = M
6 = P
7 = S
8 = V
9 = Y

10 = B
11 = E
12 = H
13 = K
14 = N
15 = Q
16 = T
17 = W
18 = Z

19 = C
20 = F
21 = I
22 = L
23 = O
24 = R
25 = U
26 = X

KEY 2

Use the following key to decode the third part of the secret message.

1 = A
2 = N
3 = B
4 = O
5 = C
6 = P
7 = D
8 = Q
9 = E
10 = R
11 = F
12 = S
13 = G
14 = T
15 = H
16 = U
17 = I
18 = V
19 = J
20 = W
21 = K
22 = X
23 = L
24 = Y
25 = M
26 = Z

KEY 3

Use the following key to decode the second part of the secret message.

1 = Z
2 = W
3 = T
4 = Q
5 = N
6 = K
7 = H
8 = E
9 = B
10 = Y
11 = V
12 = S
13 = P
14 = M
15 = J
16 = G
17 = D
18 = A
19 = X
20 = U
21 = R
22 = O
23 = L
24 = I
25 = F
26 = C

Process of Elimination

Read these directions and be sure you understand them before filling in the answers:

- **Fill in** the blanks below with an answer from the box. Each answer will only be used once.
- **Cross out** each word in the box as you use it.
- *If you don't know the answer to a question,* **skip** *the question and move on to answer the next question.*
- After you have answered all of the questions you know and have crossed out the answers to other questions, **return** to the questions you skipped and make an "educated guess" using the words that are left.
- When you don't know the meaning of a word, see if it looks like a word you know or see if you can **recognize** its root.

hearing **hear** **vision** **tactile** **senses**

1. Touch, hearing, sight, taste, and smell are our five ________ .
2. When we see perfectly, we have 20/20 ________ .
3. Our ears are used for ________ .
4. If something is audible it means we can ________ it.
5. A person who learns best by touching or "hands on" is a ________ learner.

Word Power

1. Work with a partner.
2. Match the word or phrase with its definition by putting the letter of the correct definition in front of the word or phrase it defines.
3. Use the "process of elimination". *Check off each definition as you use it.*

____ 1. appearance
____ 2. appropriate
____ 3. contact
____ 4. damage
____ 5. data
____ 6. educated guess
____ 7. hazardous
____ 8. ingestion*
____ 9. odor
____10. physical data
____11. process of elimination
____12. protection
____13. sheet
____14. trade name

a) information
b) using what you know to make a good guess
c) dangerous
d) touch
e) smell
f) how something looks
g) ruling out what is definitely incorrect
h) hurt; harm; or injury
i) correct for that situation
j) a piece of paper
k) a covering to keep you safe
l) the name that a product is sold under
m) information about how a material looks and smells
n) swallowing; drinking

* Notice the difference between "in**ges**tion" and "in**jec**tion". They are two different words with two different meanings.

Material Safety Data Sheet (MSDS)

PRODUCT TRADE NAME **Parker Coolant**

PHYSICAL DATA:	
Appearance	Green Liquid
Odor	none
HEALTH HAZARD DATA:	
Eyes	Contact with eyes can cause burn and eye damage.
Skin	Contact with skin can cause irritation.
Ingestion	Can result in burns of the digestive tract.
PERSONAL PROTECTION:	
Eye Protection	Goggles
Skin Protection	Gloves

Questions About Hazardous Materials

Use the MSDS to answer the following questions:

1. What is the trade name of this product? ____________________
2. What color is this product? __________
3. Does this product have a smell? ______
4. What will happen if you get this product in your eyes?

   ____
5. What will happen if you get this product on your skin?

   ____
6. What may happen if you swallow this product?

   ____
7. What protection do you need when using this product?

   _______ and ______

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Educated Guess or Accurate Response?

Read each situation below.

Write the words "educated guess" in the blank after that statement if you think that it is all right to take a guess in that situation.

Write the words "accurate response" if you think that it is critical to respond to that situation correctly:

1. Your supervisor asks when you think your paperwork will be finished.

   ____

2. You are not sure of the correct answer on a test. ____________________

3. You are deciding what parts need to be rejected. ____________________

4. A co-worker asks you if you think you'll work overtime this week.

   ____

5. The machine operator asks you if her machine is turned off before she reaches in to repair it. ____________________

6. Your family asks you about what time you think you'll be home tonight.

   ____

7. You need to write down the names of the chemicals in a mixture.

   ____

Filling Out Forms

On the blank line, write the letter of the correct answer.

___ 1. When you fill out a form, you must
   a. Use a pencil
   b. Always type
   c. Use a pen

___ 2. When filling out a form, you should
   a. Print clearly
   b. Write fast
   c. Use cursive writing

___ 3. N/A means
   a. No answer
   b. Does not apply
   c. Not applying

___ 4. Abbreviations must
   a. be in all capital letters
   b. be followed by a period
   c. be written in lower case

___ 5. Names of people, companies, streets, cities, and states should
   a. begin with a capital letter
   b. be written in cursive writing
   c. be written in all lower case letters

___ 6. On an application or form, your name
   a. will always be written with your first name first
   b. will always be written with your last name first
   c. may have either your first name or your last name first

___ 7. Your signature should be
   a. printed
   b. in cursive writing
   c. written by someone else

___ 8. An affidavit
   a. is a statement that the information contained in a form is correct
   b. is not an important part of a form
   c. must not be signed

___ 9. When filling out a form, it is very important to
   a. skip some answers
   b. fill in all blanks that apply
   c. make up information that you don't know

___ 10. If someone calls your house or comes to the door and asks you to take a survey.
   a. you must answer all of the questions
   b. you are not obligated to give out any information
   c. it is probably a government survey

Group Activity: Fill In The Blanks

Directions: Each of the following answers belong in a blank in the survey below. Work as a group. Write each answer in the correct blank. It will help if you cross out each answer as you use it:

(714) 555-5555
(714) 555-5556
2553
47
5 years
92669
ABC Widget Co.
Avenue
B.
California
East Chapman
electronic assembler
Johnson
M
Mon., Wed., Fri.
Orange
part time
permanent
Robert
supervisor
yes

Name			**M**	**F**	
last	first	M.I.	circle one		age

Company	**Company Address**
	street city state zip

Job Title	**Full or Part Time?**	**Permanent or Temporary?**
Years at that Position	**Are you interested in training for another position?**	**What position would you be interested in?**

What days would you be available for training? **Circle all available days:** **Mon Tues Wed Thurs Fri Sat Sun**	**Phone Number** **daytime: ( ) -** **evenings: ( ) -**

Tips on Filling Out Forms

1. Look at the whole form.
   Which of the questions do you already know the answers to?

2. Answer the questions that you know the answers to.
   For now, skip the questions you do not know the answers to.

3. Look at the questions you left blank.
   What information do you need to answer those questions?

4. If there is a question that does not apply to you.
   Write N/A in the space.

   (For example: If the question asked "List the names of your children", but you do not have children, you would write N/A in the space.)

5. What else can you do if you don't know the answer?
   a. Ask if you can have some extra time to fill out the survey or form.
   b. Ask someone who might know the answer.
   c. Look up the answer in a book, dictionary, manual, etc.

Filling Out A Voter Registration Form

Review the information below. It contains an explanation of instructions for filling out a voter registration form, definitions of terms, and the spelling of some words you may want to include. You make look up more words in the dictionary.

Directions: Fill out the voter registration form on the back of this page.

Glossary of Instructions, Definitions, and Spelling of Important Words

INSTRUCTIONS

1. **WRITE ONLY IN INK:** Use a black or blue pen. Do not use a pencil.
2. **PRINT CLEARLY:** Be sure each letter can be easily read.
3. **THERE MAY BE A CHOICE OF TWO BLANKS TO FILL OUT.** In this case, you only fill out the blank that applies to you.
4. **DO NOT LEAVE BLANKS UNFILLED UNLESS IT IS APPROPRIATE.**

DEFINITIONS

1. N/A: This means "does not apply". Use N/A when the information requested on the form does not apply to you.
2. enrollment: registering
3. residence: your home address
4. height: how tall you are in feet and inches (Example: five feet, eight inches is written 5'8".)
5. length: how long something is (Example: Your length of time at your residence is how long you have lived in your present home.)
6. birthplace: the city where you were born. There is a separate blank to fill in if your birthplace is not in the U.S.
7. previously: already been done
8. present name: the name you legally use now
9. party enrollment: you may register in one of five political parties but you may check another box if you do not want to register in any particular party
10. absentee ballot: a ballot you fill out and send in by mail. When you vote by absentee ballot, you do not vote at a local polling place.
11. affidavit: a sworn statement. You are taking an oath that the information is correct.
12. perjury: to lie under oath
13. witness to mark: the name of a person that observed you, and only you, sign the application

SPELLING OF IMPORTANT WORDS

auburn black blonde blue brown dark green hazel light red

Filing Out An Application for a Driver's License

APPLICATION FOR DRIVER'S LICENSE
PLEASE PRINT IN SPACES NEXT TO ARROWS

1 ▶ Last Name		First Name		Middle Initial
2 ▶ Date of Birth ▶	Month	Day	Year	Sex ☐ M ☐ F
3 ▶ Number and Street (Mailing Address)				
4 ▶ City or Town		State		ZIP Code
5 ▶ County of Residence				
6 ▶ Legal Address if different from Mailing Address				
7 ▶ Has your address changed since your last license was issued?				☐ Yes ☐ No
8 ▶ Height		Eye Color		

Individual Activity: Filling Out A Survey

Glossary of Terms

1. **Abbreviation:** a letter or letters that stand for a longer word. Abbreviations always end with a period. Common abbreviations are: Street (St.), Avenue (Ave. or Av.), Boulevard (Blvd.), Road (Rd.), number (no.), month (mo.), year (yr.), California (Calif. or CA.), Orange County (O.C.)
2. **Applicant:** the name of the person applying for a job or position
3. **Initial:** the first letter of a first or middle name. Because initials are abbreviations of names, they are capitalized and followed by a period.
4. **Occupation:** job
5. **Optional:** voluntary; by choice; not necessary
6. **Print:** block letters, not cursive writing
7. **Signature:** a name signed by a person in cursive writing
8. **Survey:** a form that asks you to fill out answers to questions. Most surveys are optional unless they are part of an application. You are not obligated to provide personal information to companies you buy from or for people who come to your door or call you on the phone.

Directions: Fill out the following survey. Use a pen. Clearly print all of your answers. Look up any words you are not sure of in the dictionary so that you will correctly spell all words. Be careful that you print your name in the correct order because some surveys and applications ask for your last name first.

Car Pool Survey

Name			**M**	**F**	
last	first	M.I.	circle one		age

Company	**Address**			
	street	city	state	zip

Job Title	**Time Your Shift Begins** a.m. p.m.	**Time Your Shift Ends** a.m. p.m.
Do You Car Pool? YES NO	**Would You Be Interested In Joining a Car Pool?** YES NO	**Days (circle days)** S M Tu W Th F Sat

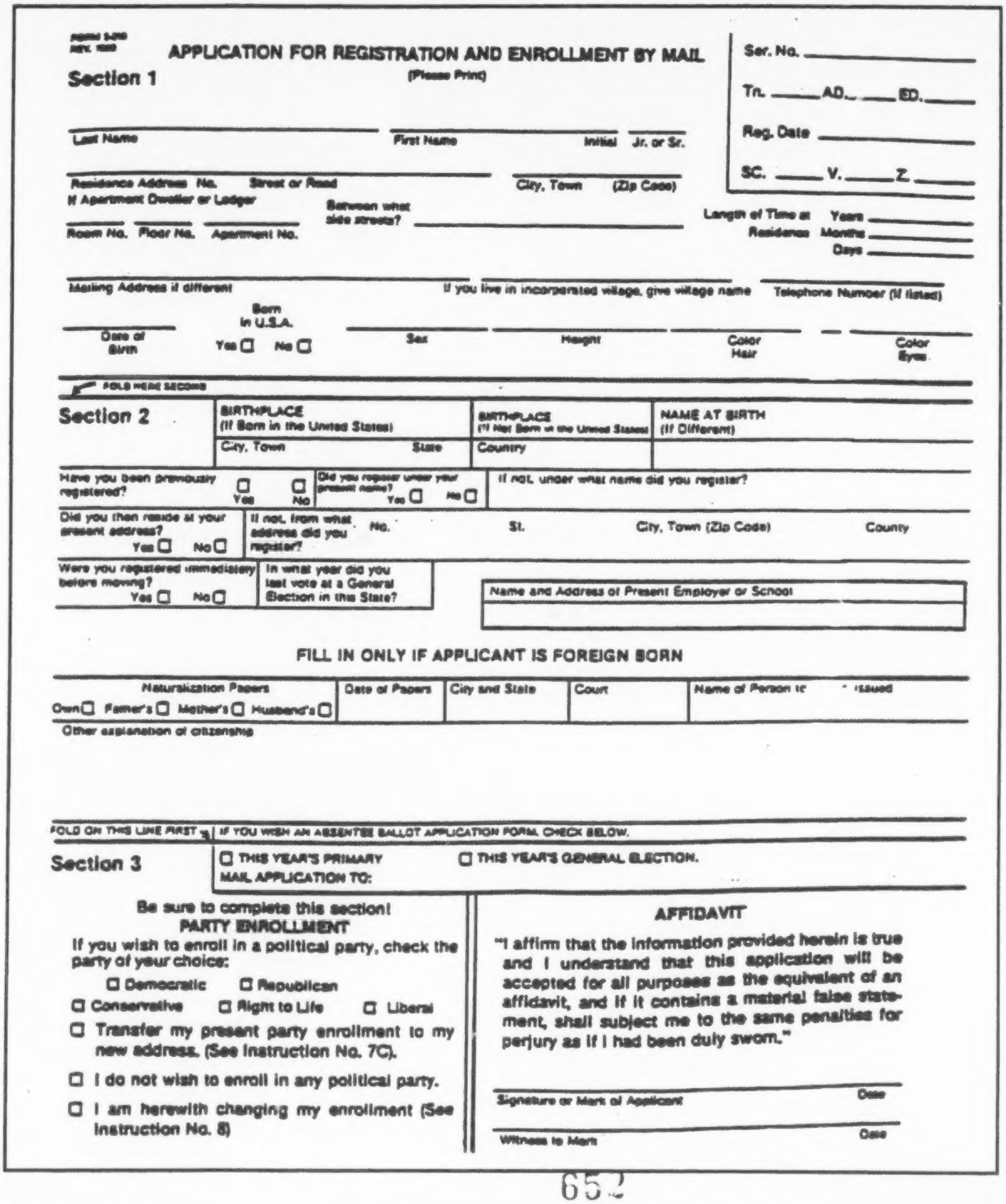
Daytime Phone Number: (   )   -

Paired Activity: An Oral Questionnaire

Read all of the directions below before beginning this assignment:

1. You are going to be filling out a questionnaire for your partner by reading the questions on a form aloud to your partner and writing down his/her answers.
2. Your partner will not see his/her form until you have completed it.
3. If you do not know how to spell a word, ask your partner to spell it for you. If neither of you know the correct spelling, use the dictionary.
4. **Print** all answers in blue or black ink.
5. Begin at the arrow and make sure that you fill in each box. If a question does not apply to your partner, fill in the box with "N/A" (meaning: "does not apply").
6. After you complete your partner's form, have your partner do the same for you with your form.
7. When both forms are completed, **proofread** the form that your partner filled out to be sure all answers are correct. When you are sure that all answers are correct, you may sign your own form.

Filing Out An a Voter Registration Form



[illegible]

APPLICATION FOR REGISTRATION AND ENROLLMENT BY MAIL

(Please Print)

Section 1

Last Name ____ First Name ____ Initial ____ Jr. or Sr. ____

Residence Address No. ____ Street or Road ____ City, Town ____ (Zip Code) ____

If Apartment Dweller or Lodger

Room No. ____ Floor No. ____ Apartment No. ____ Between what side streets? ____

Length of Time at Residence Years ____ Months ____ Days ____

Mailing Address if different ____ If you live in incorporated village, give village name ____ Telephone Number (If listed) ____

Date of Birth ____ Born in U.S.A. Yes ☐ No ☐ Sex ____ Height ____ Color Hair ____ Color Eyes ____

Ser. No. ____

Tn. ____ AD. ____ ED. ____

Reg. Date ____

SC. ____ V. ____ Z. ____

FOLD HERE SECOND

Section 2

	BIRTHPLACE (If Born in the United States)	BIRTHPLACE (If Not Born in the United States)	NAME AT BIRTH (If Different)
	City, Town State	Country	

Have you been previously registered? ☐ Yes ☐ No

Did you register under your present name? Yes ☐ No ☐

If not, under what name did you register?

Did you then reside at your present address? Yes ☐ No ☐

If not, from what address did you register? No. ____ St. ____ City, Town (Zip Code) ____ County ____

Were you registered immediately before moving? Yes ☐ No ☐

In what year did you last vote at a General Election in this State?

Name and Address of Present Employer or School

FILL IN ONLY IF APPLICANT IS FOREIGN BORN

Naturalization Papers	Date of Papers	City and State	Court	Name of Person [illegible] issued
Own ☐ Father's ☐ Mother's ☐ Husband's ☐				

Other explanation of citizenship

FOLD ON THIS LINE FIRST

IF YOU WISH AN ABSENTEE BALLOT APPLICATION FORM, CHECK BELOW.

Section 3

☐ THIS YEAR'S PRIMARY ☐ THIS YEAR'S GENERAL ELECTION.

MAIL APPLICATION TO:

Be sure to complete this section!

PARTY ENROLLMENT

If you wish to enroll in a political party, check the party of your choice:

☐ Democratic ☐ Republican

☐ Conservative ☐ Right to Life ☐ Liberal

☐ Transfer my present party enrollment to my new address. (See Instruction No. 7C).

☐ I do not wish to enroll in any political party.

☐ I am herewith changing my enrollment (See Instruction No. 8)

AFFIDAVIT

"I affirm that the information provided herein is true and I understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall subject me to the same penalties for perjury as if I had been duly sworn."

Signature or Mark of Applicant ____ Date ____

Witness to Mark ____ Date ____

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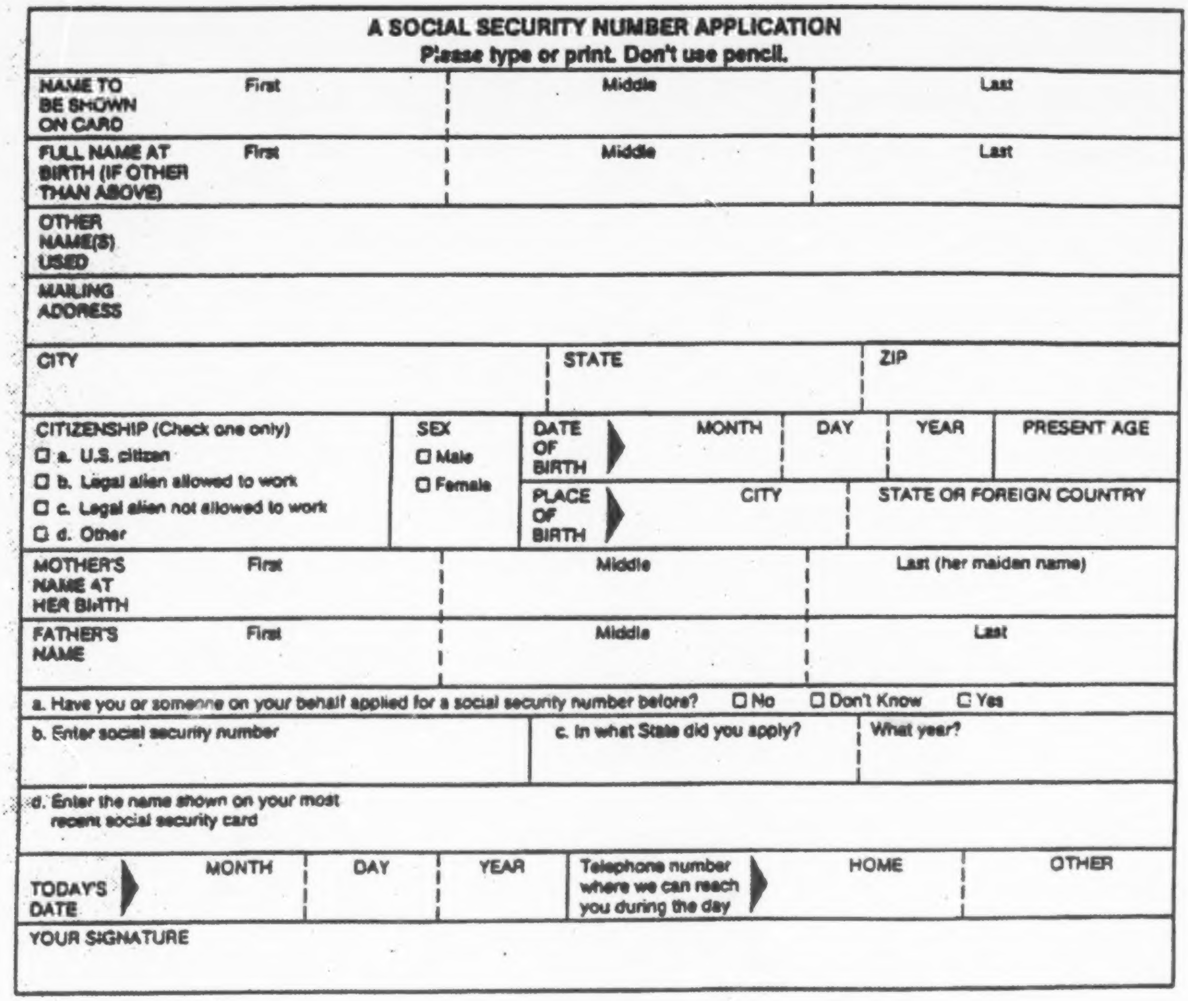
Common Forms:
Filling Out A Social Security Number Application



A SOCIAL SECURITY NUMBER APPLICATION
Please type or print. Don't use pencil.

NAME TO BE SHOWN ON CARD	First	Middle	Last
FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
OTHER NAME(S) USED			
MAILING ADDRESS			
CITY		STATE	ZIP

CITIZENSHIP (Check one only) ☐ a. U.S. citizen ☐ b. Legal alien allowed to work ☐ c. Legal alien not allowed to work ☐ d. Other	SEX ☐ Male ☐ Female	DATE OF BIRTH ▶	MONTH	DAY	YEAR	PRESENT AGE
		PLACE OF BIRTH ▶	CITY		STATE OR FOREIGN COUNTRY	

MOTHER'S NAME AT HER BIRTH	First	Middle	Last (her maiden name)
FATHER'S NAME	First	Middle	Last

a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes

b. Enter social security number	c. In what State did you apply?	What year?

d. Enter the name shown on your most recent social security card

TODAY'S DATE ▶	MONTH	DAY	YEAR	Telephone number where we can reach you during the day ▶	HOME	OTHER

YOUR SIGNATURE

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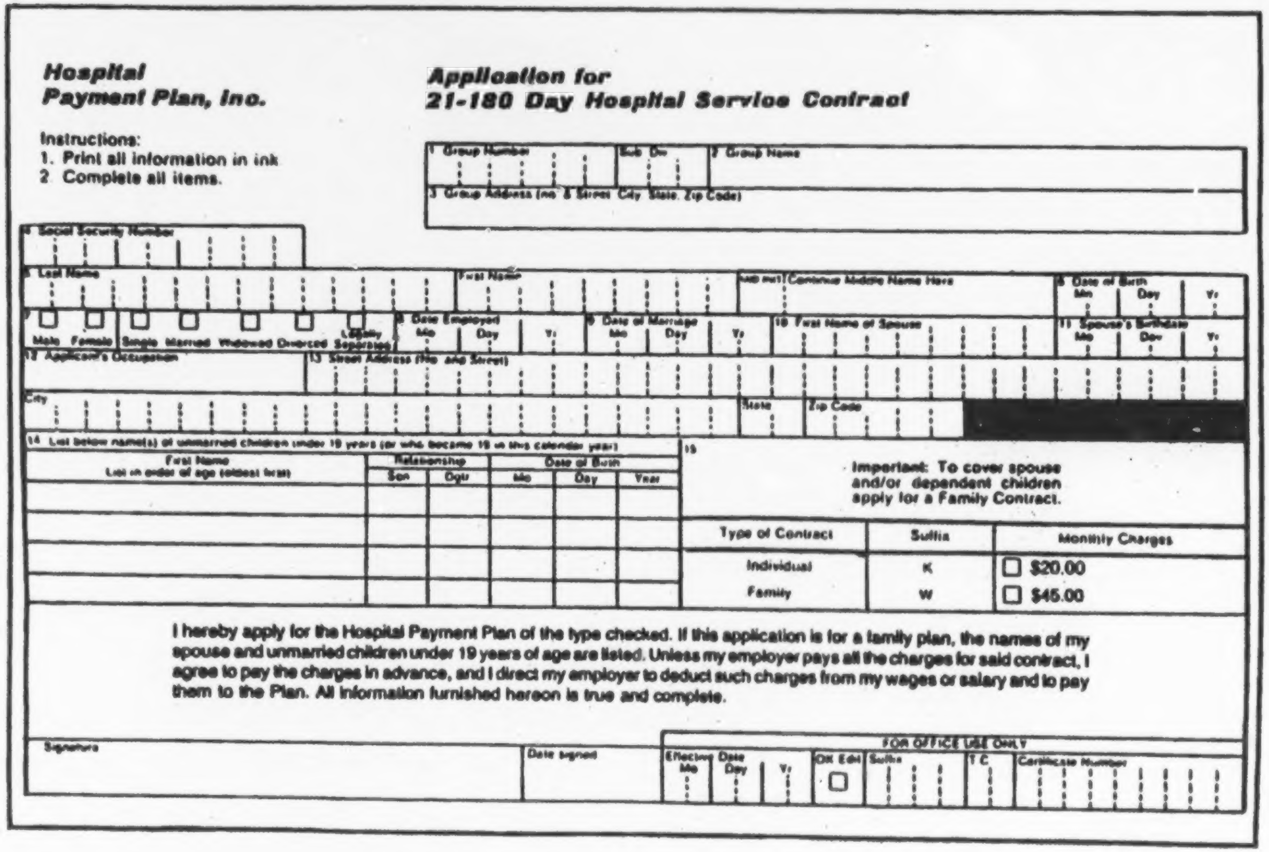
Common Forms: Hospital Form



Hospital Payment Plan, Inc.

Application for 21-180 Day Hospital Service Contract

Instructions:
1. Print all information in ink
2. Complete all items.

1 Group Number
Sub Div
2 Group Name
3 Group Address (no. & Street City State, Zip Code)
4 Social Security Number
5 Last Name
First Name
Init mi | Continue Middle Name Here
6 Date of Birth Mo Day Yr
7 ☐ Male ☐ Female ☐ Single ☐ Married ☐ Widowed ☐ Divorced ☐ Legally Separated
8 Date Employed Mo Day Yr
9 Date of Marriage Mo Day Yr
10 First Name of Spouse
11 Spouse's Birthdate Mo Day Yr
12 Applicant's Occupation
13 Street Address (No. and Street)
City
State
Zip Code

14 List below name(s) of unmarried children under 19 years (or who became 19 in this calendar year)

First Name List in order of age (oldest first)	Relationship		Date of Birth		
	Son	Dgtr	Mo	Day	Year

15

Important: To cover spouse and/or dependent children apply for a Family Contract.

Type of Contract	Suffix	Monthly Charges
Individual	K	☐ $20.00
Family	W	☐ $45.00

I hereby apply for the Hospital Payment Plan of the type checked. If this application is for a family plan, the names of my spouse and unmarried children under 19 years of age are listed. Unless my employer pays all the charges for said contract, I agree to pay the charges in advance, and I direct my employer to deduct such charges from my wages or salary and to pay them to the Plan. All information furnished hereon is true and complete.

Signature
Date signed

FOR OFFICE USE ONLY
Effective Date Mo Day Yr
OK Edit ☐
Suffix
T C
Certificate Number

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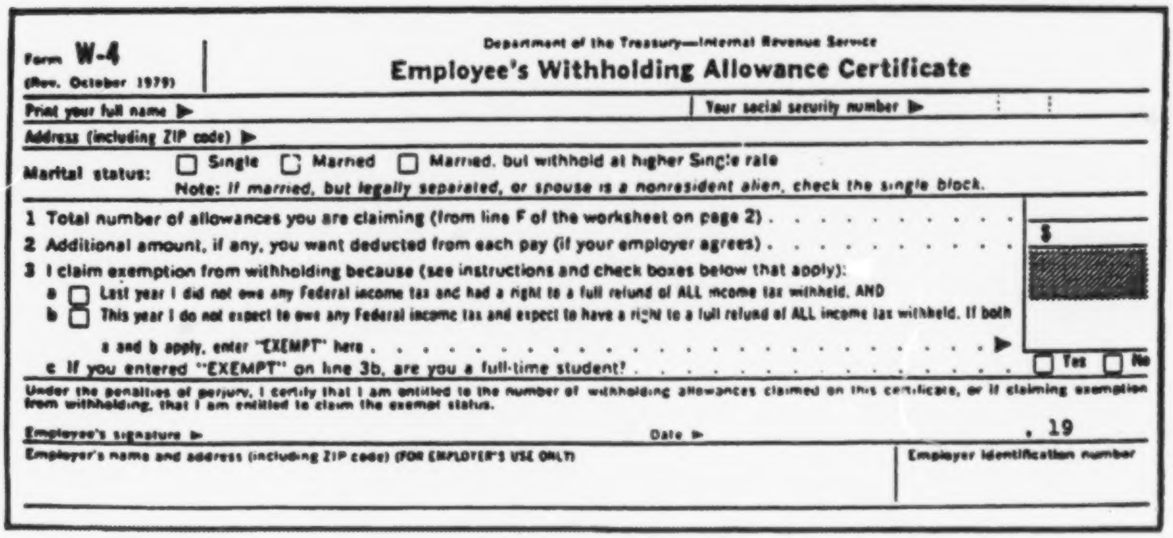
Common Forms:
Employee's Withholding Allowance Certificate



Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ | Your social security number ▶

Address (including ZIP code) ▶

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $
3 I claim exemption from withholding because (see instructions and check boxes below that apply):
a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND
b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶
c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY) | Employer identification number

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Common Forms: Application for Employment

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE ____ SOCIAL SECURITY NUMBER ____

NAME ____ LAST ____ FIRST ____ MIDDLE ____ AGE ____ SEX ____

PRESENT ADDRESS ____ STREET ____ CITY ____ STATE ____ PHONE NO. ____

DATE OF BIRTH ____ HEIGHT ____ WEIGHT ____ COLOR OF HAIR ____ COLOR OF EYES ____

EMPLOYMENT DESIRED

POSITION ____ DATE YOU CAN START ____ SALARY DESIRED ____

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

DATE ____ SIGNATURE ____

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Common Forms:
Application for Employment

PERSONAL:

NAME ______________________ SOC. SEC. NO. ______________
ADDRESS ______________________ PHONE ______________

WORK EXPERIENCE:

NAME of company where you worked last ______________________
ADDRESS ______________________
(number, street, city, state, zip code)
WHEN you worked: Started __________ (month & year) Left __________ (month & year) (If still there, write present)
JOB TITLE ______________________ SUPERVISOR ______________
DUTIES ______________________ SALARY ______________
WHY YOU LEFT ______________________ (If still there, put a dash)

NAME of company where you worked before the one above ______________________
ADDRESS ______________________
WHEN you worked: Started: __________ (month, year) Left __________ (month, year)
JOB TITLE ______________________ SUPERVISOR ______________
DUTIES ______________________ SALARY ______________
WHY YOU LEFT ______________________

EDUCATION:

NAME of high school ______________ CITY & STATE ______________
YEARS ATTENDED __________ WHEN (did you, will you) GRADUATE ______________
NAME of other school
(business, vocational, college) ______________ CITY & STATE ______________
YEARS ATTENDED __________ SPECIAL SUBJECTS studied ______________

SPECIAL SKILLS: (Such skills as: Drive a car, type [what speed?], take steno, operate a Xerox machine, speak a second language)

REFERENCES: (Think of 3 people, not relatives, who know you well)

NAME ______________________ JOB TITLE ______________
ADDRESS ______________________ PHONE ______________
NAME ______________________ JOB TITLE ______________
ADDRESS ______________________ PHONE ______________
NAME ______________________ JOB TITLE ______________
ADDRESS ______________________ PHONE ______________

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Bingo Game

Find someone in class who...

Plays Soccer	Has been to Disneyland	Has Grandchildren
Has a sister	Likes tomatoes	Was born in California
Has been to San Francisco	Worked at your company more than 10 years	Likes to sing
Goes to school	Has children	Is not married
Has a dog	Has blue eyes	Drives a truck

Small Talk

Hi. How are you?

Fine. How are you?

Fine, thank you.

What's your name?

I'm..................

What's yours?

I'm..................

What's your job at this company?

I'm..................

What do you do?

I....................

How long have you worked here?

About..................

How about you?

About..................

Do you like your job?

Yes/no

Why?

Because..................

Well, I've enjoyed talking with you. I hope I see you again.

Me too. Good-bye

Bye.

Group Activity To Small Talk

1. Each team member will write down two questions he/she might ask a new friend or co-worker in order to make small talk.
2. Each member will share his/her questions with the group.
3. The group will choose from those questions and write a "small talk" dialogue.
4. Practice the new dialogue with at least two partners from the group. Be sure each person tries to take both parts.
5. The group will choose two members to perform the dialogue for the whole class.

Who Can You Find?

Find someone in this class who:

1. ______________________ has worked at your company for more than 5 years.
2. ______________________ goes to school.
3. ______________________ reads directions or instructions at work.
4. ______________________ likes to talk at team meetings.
5. ______________________ has to talk on the phone at work.
6. ______________________ wants to learn more English.
7. ______________________ wants to become a U.S. citizen.
8. ______________________ reads safety signs at work.
9. ______________________ went on a trip to Mexico during vacation.
10. ______________________ has an idea to tell the supervisor or boss.

Reading/Writing Warm-up

Reading (10+ minutes)

Title ______________________________

Author______________________________.

Today I read pages ______ - ______

This book was about ____

____

____

New Words:

____________________ = ____________________________________

____________________ = ____________________________________

____________________ = ____________________________________

Writing (10+ minutes)

Topic: ____

____

Your thoughts: ____

____

____

____

____

____

Vocabulary List

1. contaminate
2. sterile
3. solution
4. filter
5. container

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Main Ideas

The following words can be put into groups. The main idea of each group is listed. Try to put the words with the correct main idea.

Sports

Colors

Clothing

Tools

hammer
baseball
screwdriver
tennis
swimming

pants
soccer
chisel
brown
skirt

orange
shirt
turquoise
vest
beige

track
jacket
shovel
saw
gray

Main Idea Hunt

At our company we make many products. PICs or Plastic Irrigation Containers are an important product. About 14% of our company's profits come from PICs. There are many steps to follow when PICs are made. PICs come in many sizes.

The most important idea is:
  a. Our company makes only PICs.
  b. PICs are an important product at our company.
  c. Our company makes supplies for eye doctors.

Plastic Irrigation Containers come in four sizes. Some PICs are half liter and some are one liter. PICs are also two liter and four liter. The crew can handle the smaller containers faster than the larger containers. Every size PIC must be handled with care.

The most important idea is:
  a. All PICs are the same size.
  b. The crew only handles four liter PICs.
  c. PICs are not all the same size.

Copy the sentence from the paragraph that tells the answer.

____

____

Our company manufactures all the things that are needed for IV therapies. At our company we make IV solutions and the sets that connect the patient to the solution. We also manufacture and distribute the computerized pumps that control the flow, the filters and the poles.

The most important idea is:
  a. Our company makes computerized pumps.
  b. Our company makes everything that is needed for IV therapy.
  c. Our company makes IV solutions.

Underline the sentence in the paragraph that tells the answer.

Dictation Pairs – Student A

$6.25 ______________________________

$3.40 ______________________________

$1.98 ______________________________

$4.19 ______________________________

$10.00 ______________________________

$2.90 ______________________________

$5.75 ______________________________

$8.30 ______________________________

English as a Second Language
Lesson 8: Just Give Me the Facts
JobLink

Dictation Pairs – Student A

$6.25 ______________________________

$3.40 ______________________________

$1.98 ______________________________

$4.19 ______________________________

$10.00 ______________________________

$2.90 ______________________________

$5.75 ______________________________

$8.30 ______________________________

English as a Second Language
Lesson 8: Just Give Me the Facts
JobLink

Dictation Pairs – Student B

$3.18 ____________________
$7.16 ____________________
$2.80 ____________________
$9.60 ____________________
$1.55 ____________________
$4.15 ____________________
$8.20 ____________________
$6.17 ____________________

English as a Second Language
Lesson 8: Just Give Me the Facts
JobLink

Dictation Pairs – Student B

$3.18 ____________________
$7.16 ____________________
$2.80 ____________________
$9.60 ____________________
$1.55 ____________________
$4.15 ____________________
$8.20 ____________________
$6.17 ____________________

Let's Find Facts

A good attitude at work can help you get ahead. You can show a good attitude on your job. Be on time every day and do your work well. Help the other members of your team. Don't tell them, "That's not my job."

At work, you should
- a. come late.
- b. be angry with your co-workers.
- c. help your co-workers.

Miguel had a problem at work. The same machine broke again. It had broken twice last week. Miguel call the repairman to fix it. The man did not come for two hours. Miguel got angry and yelled at the repairman. The next day the repairman called Miguel's supervisor.

Miguel was angry because
- a. the machine worked well.
- b. the repairman did not come for a long time.
- c. he was tired.

Most of us work every day with many different people. We talk with co-workers and with our bosses. Sometimes we work with customers. It is important to get along with them. Working well with others and having a good attitude save the company money because production often goes up.

Getting along with others
- a. is important.
- b. makes other people mad.
- c. is very easy.

If employees work well together
- a. the company loses money.
- b. production rises.
- c. customers call to complain.

Sorting Things Out

Working with your group, name four things which fit in each category.

Animals

____

____

____

____

____

Things That Fly

____

____

____

____

____

Things You Can Drink

____

____

____

____

____

Sweet Things

____

____

____

____

____

Who Can You Find-#2?

Find someone in this class who:

1. ____________________ can tell you who to call for a medical emergency.
2. ____________________ wears hearing protection in his or her department.
3. ____________________ knows what "evacuation" means.
4. ____________________ likes to list to books on tape.
5. ____________________ wears safety glasses on the job.
6. ____________________ can give you directions to the cafeteria.
7. ____________________ can explain the word litter.
8. ____________________ works in a cleanroom.
9. ____________________ uses a weld shield at work.
10. ____________________ has a new idea to tell the supervisor or boss.

Order, Order, Order!

The following is the sequence for making, filling, sealing and inspecting PICs.

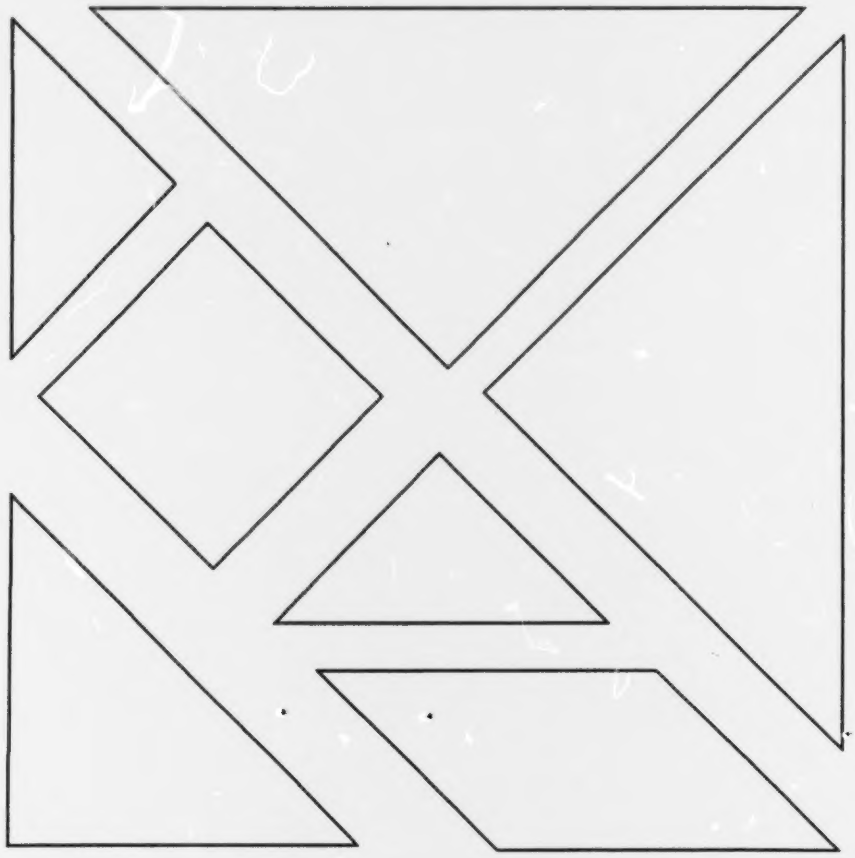
The bottles are made in Blow Molding.
The solution is put in in the filling line.
The bottles and closures are sealed together.
They are sealed with a solution made in Mixing.
The filled container is "cooked" until it is assured that the product is sterile.
They are dried on the packing line.
The inspector gives them a touch test.

Put these statements in the proper order.

The filled container is "cooked" until it is assured that the product is sterile.
The solution is put in in the filling line.
The inspector gives them a touch test.
The bottles are made in Blow Molding.
They are sealed with a solution made in Mixing.
They are dried on the packing line.
The bottles and closures are sealed together.

Let's Make a House or a Boat

Cut out the shapes below. Then, work with a partner to see if you can join the pieces to make the house, and then the boat. It is not as easy to put the pieces together as it looks! Your teacher has the answers.



How Are We Doing?

Please **circle** the answer which most nearly matches your opinion.

I am learning	nothing	a little bit	a lot
My reading is improving	not at all	a little bit	a lot
English is	always difficult	sometimes difficult	easy
I like my work	not at all	a little bit	a lot

The best thing about this class is ________________________________

I would like this class more if ________________________________

A Busy Day

Anna and Maria had a busy day. Put the sentences in the correct order to tell what they did.

______ a. After dinner, Anna washes the dishes and does her homework.

______ b. Anna goes to bed at 10:00.

______ c. Anna gets up at 6:00.

______ d. Anna and Maria eat dinner at 6:30.

______ e. At 7:00 in the morning Maria takes Anna to school.

______ f. Anna finishes school at 3:00.

______ g. Maria picks Anna up after school.

______ h. Maria makes breakfast for Anna.

______ i. Maria makes dinner and Anna sets the table.

Getting to Know You

Find someone in class who:

Has to read work orders at work. ______________________

Had to learn something new on the job in the last 6 months. ______________________

Has to write notes at work. ______________________

Has to use the computer at work. ______________________

Is on a team at work. ______________________

Goes to school. ______________________

Wants to learn a new job at work. ______________________

Had to make a presentation at work. ______________________

Has changed jobs in the last year. ______________________

Learning Styles

A *learning style* means the way an individual likes to learn. A person's learning style is influenced by nature and environment. Three learning styles which we will discuss today are:

1. Visual Learners

2. Auditory Learners

3. Tactile Learners

Adult Learning Style Profile

Directions: Read each statement. Place a 1, 3, or 5 in the box at the end of the statement:

1 Indicates least like you
3 Indicates somewhat like you
5 Indicates a lot like you

Work quickly- do not sit and ponder. **There are no right or wrong answers.**

______1. I'm good at remembering things I hear or that people tell me.
______2. I like to read and usually read a lot.
______3. I notice that I often bear down extremely hard with pen or pencil when writing.
______4. I often find diagrams, graphs, and charts difficult to understand.
______5. I do better at following directions if I read them, not just hear them.
______6. I enjoy doing work/sewing or woodworking or working on machines.
______7. I like group-type projects which allow for lots of discussion and exchange of ideas.
______8. Graphs, charts, and diagrams help me to understand the subject/presentation.
______9. I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening, or talking.
____10. I understand academic subjects better when listening to lectures or tapes.
____11. I remember best by taking notes in classes/meetings; making lists of things to do.
____12. I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working.
____13. I find that I can spell difficult works if I "sound them out."
____14. I'm good at using maps to find places.
____15. I like classroom or work projects where I can create/make things or build models.
____16. I enjoy attending and listening to a good lecture/speech play or drama.
____17. I enjoy spending time reading or looking through magazines, books and newspapers.
____18. I exercise regularly by doing aerobics, jogging, walking or participating in sports activities.
____19. To solve a problem/difficult situation, I need/like to talk it over/discuss it with others.

Adult Learning Style Profile

(continued)

____20. It helps me to spell difficult words if I write them down or see them in print.

____21. I feel comfortable in physical contact of touching others, hugging, and handshaking.

____22. I'm good at remembering and following oral directions.

____23. I am good at working and solving jigsaw puzzles and mazes.

____24. I enjoy sight-seeing and visiting new places.

____25. I enjoy music: singing, listening, going to musicals or concerts.

____26. I'm good at researching topics articles or stories and/or writing reports.

____27. I doodle during meetings, lectures, or while listening on the phone.

____28. I read aloud/whisper to myself when trying to understand new or difficult material.

____29. I'm good at doing layout and design work: formatting drawing, sketching and coloring.

____30. I like working with computers or other electronic technology for learning/working.

Permission granted by S. E. Pues, Tarzana, California

Inventory Scoring

1. *Put the point value number (1, 3, 5) on the line next to its corresponding item number.*
2. *Add each column to get your total score under each heading.*

1 point = Seldom
3 points = Sometimes
5 points = Often

AUDITORY	**VISUAL**	**TACTILE**
No. of Pts.	**No. of Pts.**	**No. of Pts.**
1. ______	2. ______	3. ______
4. ______	5. ______	6. ______
7. ______	8. ______	9. ______
10. ______	11. ______	12. ______
13. ______	14. ______	15. ______
16. ______	17. ______	18. ______
19. ______	20. ______	21. ______
22. ______	23. ______	24. ______
25. ______	26. ______	27. ______
28. ______	29. ______	30. ______
______ **Total**	______ **Total**	______ **Total**

Inventory Scoring
(continued)

Copy your highest, second highest, and lowest scores below:

Scores: _____ - _____ - _____
Highest Second Lowest

Your Learning Style Profile

"Style Letters": _____ - _____ - _____

Example:
38 - 34 - 28
V T A

681

Learning Styles Suggestions

If you are a **visual learner** (learn by seeing):

1. Write things down because you remember them better that way.
2. Look at a person when he or she is talking.
3. It is better for you to work in a quiet place, and usually by yourself.
4. Use color highlighters to mark important information.
5. Write vocabulary words on index cards in color, and study the information.

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say: "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing):

1. Try working with a friend so you can talk over information.
2. Make tape cassettes of information and listen to them.
3. Read information aloud to yourself.
4. Write vocabulary or other information on index cards in color, and read aloud.
5. Recite aloud the things you want to remember.

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say: "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing):

1. When trying to learn something, walk around while saying the information to yourself.
2. When trying to memorize information, try closing your eyes and writing the information in the air.
3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing.
4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak.
5. You probably like to have quiet music playing when you are working.

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might

15 Workplace Words

Supervisor

Customer

Eliminate

Improve

Process

Task

Promotion

Shift

Assembly

Notice

Team

Meeting

Memo

Salary

Benefits

The Matching Game

Match each word to its correct definition:

To put something together ______________________

To make things better ______________________

A written or printed announcement ______________________

A group of people who work or play together ______________________

The work hours ______________________

The person in charge of a department ______________________

The person we make our product or service for ______________________

To get rid of ______________________

A piece of work set to be done ______________________

A gathering, an assembly ______________________

A payment in return for work ______________________

The method to make a product ______________________

A letter ______________________

What you might get when you work at a company (insurance, bonus plan, etc.) ______________________

A rise in rank or position, an advancement ______________________

Supervisor
Customer
Eliminate
Improve
Process

Promotion
Shift
Assemble
Notice
Team

Memo
Salary
Benefits
Task
Meeting

Using the Words

One day the ______________________ in my department was talking to one of our ______________ who told him that we needed to improve our ______________. Our supervisor felt that this was not going to be an easy ______________________ and he put together a ______________________ of employees from our department and called a ______________________ for us to get together on Friday. On Friday, we talked about improving what we do by ______________________ some of the waste we have in the ______________________ area (the place where we put together the parts). After the meeting, our supervisor sent out a ______________________ to let everyone know what we had decided. We posted a ______________________ on the floor so everyone on both __________________ would know what to do. The suggestion our team made was very successful. We all got a ________ and a raise in our ______________. The company was so happy they added a bonus plan to our ______________ program.

Supervisor
Customer
Eliminate
Improve
Process

Shift
Assembly
Notice
Team
Meeting

Memo
Salary
Benefits
Task
Promotion

Workplace Idioms

1. Cream of the crop.
2. Work like a dog.
3. My feet are killing me.
4. Bread winner
5. Top banana
6. Bite off more than I can chew
7. Moonlight

Chronological Order

Ordering Words

The following words may be used to help order the steps of a process:

first
second (third, fourth, etc.)
then
next
after
finally

Put the following steps in order by writing the number in front of each step that shows which number it is in the process. Use the ordering words in bold to help you:

____ After that, I put on sterile gloves.
____ When I arrive in the locker room, I wash my hands.
__1__ Every day, I arrive at work at 7:00 a.m.
____ Then, I put on a sterile gown and mask.
____ The first thing I do is clock in.
____ I am finally ready to go to my work area.
____ Secondly, I walk to the locker room

Organizing and Writing Step-by-Step Directions

YOUR NAME: ______________________

TITLE OF INSTRUCTIONS: ______________________________

Write down all of the steps involved:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Dialogue

Jose is a new employee. Carmela is his new lead. They are talking in Carmela's office. Carmela is giving directions to Jose. She is telling him the steps he will need to do his job.

Work with a partner. Read the following dialogue to see how Jose asks for the information he needs:

CARMELA: Jose, you will be in charge of keeping our parts bins supplied with parts. When you see that we need parts, you will fill out a requisition form and take it to inventory. They will give you the parts and you will bring them back to our department.

JOSE: **Would you mind** if I asked you some questions?

CARMELA: Sure, go ahead.

JOSE: What requisition form do I need?

CARMELA: You need Requisition Form #210. The forms are kept in the folder next to the computer.

JOSE: **Do you mean** the red folder between the computer and the printer?

CARMELA: Yes, that's the one.

JOSE: O.K. Who fills out the form?

CARMELA: You need to complete the form.

JOSE: **Could you please explain** how I fill out the form?

CARMELA: Sure. Just fill in the date, the part number, and the quantity.

JOSE: **I'm sorry**. I forgot where I'm supposed to pick up the parts.

CARMELA: That's all right. You pick up the parts in Inventory.

JOSE: Where is Inventory?

CARMELA: It's in the warehouse.

JOSE: Who do I give the form to?

CARMELA: Give it to the person at the desk. Wait for them to bring you the parts. Then, bring the parts back here and put them in the correct bin.

JOSE: I understand now. Thank you.

Useful Expressions

Polite Expressions To Use When Giving and Receiving Directions:

Could you please...?
Would you please...?
Excuse me...
I'm sorry...
Please...
Would you mind...?

What To Say When You Don't Understand:

I don't understand. Could you please explain that again?

I don't understand. Could you please show me?

What do you mean?

Do you mean...?

Did you say...?

I'm no sure I understand. Could you please give me an example?

Making Directions Easy to Understand

Carmela's directions did not have enough information. She did not include all the key ideas. Jose had to ask many questions to understand his new job. Carmela could have helped Jose if she had used ordering words to tell him the steps involved in his new job.

Use the information from the dialogue to write down all of the steps Jose needs for his new job. Be sure to put the steps in chronological order and include all of the details for each step:

____

Directions for Jose's Job: Keeping the Bins Supplied With Parts

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

Word Power

Card Game Vocabulary

Nouns (people, places, or things):

- player
- deck
- stack
- pair
- step
- half
- top
- bottom

Verbs (action words):

- divide
- collect
- count

Adjectives (describe nouns):

- face up
- face down

Ordering Words *(Remember these from Lesson 14?)*

- first (second, third, fourth, fifth, etc.)
- then
- next
- after
- finally

Learning Styles Groups

Group #1 = **auditory** learning group. The volunteer from this group will listen to directions then restate them to the group. The volunteer is **not** permitted to look at the directions or have cards to play with.

Group #2 = **visual** learning group. The volunteer from this group will read a set of directions then restate them to the group. The volunteer does **not** receive any verbal explanation of cards to play with.

Group #3 = **tactile** learning group. The volunteer from this group will be shown by one or two of the group members how to play the game using cards as props. The group is **not** allowed to explain the directions verbally or show the written directions to the volunteer.

How to Play War

War is a popular card game in the United States. It is played mostly by children and teenagers. *War* requires two players. To play:

1. Divide a deck of cards in half. Give one half to Player #1 and the other half to Player #2.
2. Each player places his cards in a stack. He puts the stack face down in front of him.
3. Next, each player takes the top card from his stack and places it face up in the center of the table. The player with the highest card wins. The winner takes the two cards from the center of the table and puts them face up next to his stack of cards.
4. Repeat step #3 until all cards in the face down stack have been played or until the cards in the center are a pair (have the same number or face).
5. If the cards in the center are a pair, each player places one card face down next to his card in the center. Then each player places another card face up in the center of the table. The highest card wins, and the winner collects all six cards from the center.
6. When both players have played all the cards in their stacks, they count the cards face up in front of them. The player with the most cards is the winner of the game.

Teaching My Job To Others

Directions: Describe how you would teach another employee to do your job. Use cues that are:

1. *auditory* (give verbal directions)
2. *visual* (give written information)
3. *tactile* (physically demonstrate what you do)

Auditory Cues (What would you say to the new employee?)

Visual Cues (What written information would you give to the new employee?)

Tactile Cues (What would you ask the new employee to do to learn your job?)

Word Power

Preview the following vocabulary words before playing the "Wandering Through The Workplace Game"

- ahead
- bonus
- clockwise
- schedule
- dice (plural); die (singular)
- backward
- obey
- counterclockwise
- deserve
- forward
- punctual
- rotation
- wander
- error

Prepositions

Preview the meaning of the following prepositions before playing the Wandering Through The Workplace Game:

- above
- at
- below
- behind
- beside
- for
- onto
- in back of
- in front of
- into
- next to
- of
- with
- out
- through
- to
- under
- on
- in

The Wandering Through The Workplace Game

One set of game pieces is needed for each group of players. Place the cards in numerical order in a line or in a snake configuration. Pieces may be enlarged and/or printed onto index cards, but each card must still have the correct number on it.

Words for Meetings

notebook
pen
pencil
three-hole punch

white board
dry erase markers
eraser

overhead projector
transparency
transparency markers

flip chart
permanent markers

podium
desk
cabinet
bookshelf
table

Process of Elimination

Read these directions and be sure you understand them before filling in the answers:

- **Fill in** the blanks below with an answer from the box. Each answer will only be used once.
- **Cross out** each word in the box as you use it.
- *If you don't know the answer to a question,* **skip** *the question and move on to answer the next question.*
- After you have answered all of the questions you know and have crossed out the answers to other questions, **return** to the questions you skipped and make an "educated guess" using the words that are left.
- When you don't know the meaning of a word, see if it looks like a word you know or see if you can **recognize** its root.

hearing **hear** **vision** **tactile** **senses**

1. Touch, hearing, sight, taste, and smell are our five ________ .
2. When we see perfectly, we have 20/20 ________ .
3. Our ears are used for ________ .
4. If something is audible it means we can ________ it.
5. A person who learns best by touching or "hands on" is a ________ learner.

Word Power

1. Work with a partner.
2. Match the word or phrase with its definition by putting the letter of the correct definition in front of the word or phrase it defines.
3. Use the "process of elimination". *Check off each definition as you use it.*

____	1.	appearance	a)	information
____	2.	appropriate	b)	using what you know to make a good guess
____	3.	contact	c)	dangerous
____	4.	damage	d)	touch
____	5.	data	e)	smell
____	6.	educated guess	f)	how something looks
____	7.	hazardous	g)	ruling out what is definitely incorrect
____	8.	ingestion*	h)	hurt; harm; or injury
____	9.	odor	i)	correct for that situation
____	10.	physical data	j)	a piece of paper
____	11.	process of elimination	k)	a covering to keep you safe
____	12.	protection	l)	the name that a product is sold under
____	13.	sheet	m)	information about how a material looks and smells
____	14.	trade name	n)	swallowing; drinking

* Notice the difference between "in**ges**tion" and "in**jec**tion". They are two different words with two different meanings.

Material Safety Data Sheet (MSDS)

PRODUCT TRADE NAME **Parker Coolant**

PHYSICAL DATA:	
Appearance	Green Liquid
Odor	none
HEALTH HAZARD DATA:	
Eyes	Contact with eyes can cause burn and eye damage.
Skin	Contact with skin can cause irritation.
Ingestion	Can result in burns of the digestive tract.
PERSONAL PROTECTION:	
Eye Protection	Goggles
Skin Protection	Gloves

Questions About Hazardous Materials

Use the MSDS to answer the following questions:

1. What is the trade name of this product? ___________________
2. What color is this product? __________
3. Does this product have a smell? ______
4. What will happen if you get this product in your eyes?

   ____

5. What will happen if you get this product on your skin?

   ____

6. What may happen if you swallow this product?

   ____

7. What protection do you need when using this product?

   _______ and ______

702

Educated Guess or Accurate Response?

Read each situation below.

Write the words "educated guess" in the blank after that statement if you think that it is all right to take a guess in that situation.

Write the words "accurate response" if you think that it is critical to respond to that situation correctly:

1. Your supervisor asks when you think your paperwork will be finished.

   ____

2. You are not sure of the correct answer on a test. ____________________

3. You are deciding what parts need to be rejected. ____________________

4. A co-worker asks you if you think you'll work overtime this week.

   ____

5. The machine operator asks you if her machine is turned off before she reaches in to repair it. ____________________

6. Your family asks you about what time you think you'll be home tonight.

   ____

7. You need to write down the names of the chemicals in a mixture.

   ____

Filling Out Forms

On the blank line, write the letter of the correct answer.

___ 1. When you fill out a form, you must
  a. Use a pencil
  b. Always type
  c. Use a pen

___ 2. When filling out a form, you should
  a. Print clearly
  b. Write fast
  c. Use cursive writing

___ 3. N/A means
  a. No answer
  b. Does not apply
  c. Not applying

___ 4. Abbreviations must
  a. be in all capital letters
  b. be followed by a period
  c. be written in lower case

___ 5. Names of people, companies, streets, cities, and states should
  a. begin with a capital letter
  b. be written in cursive writing
  c. be written in all lower case letters

___ 6. On an application or form, your name
  a. will always be written with your first name first
  b. will always be written with your last name first
  c. may have either your first name or your last name first

___ 7. Your signature should be
  a. printed
  b. in cursive writing
  c. written by someone else

___ 8. An affidavit
  a. is a statement that the information contained in a form is correct
  b. is not an important part of a form
  c. must not be signed

___ 9. When filling out a form, it is very important to
  a. skip some answers
  b. fill in all blanks that apply
  c. make up information that you don't know

___ 10. If someone calls your house or comes to the door and asks you to take a survey.
  a. you must answer all of the questions
  b. you are not obligated to give out any information
  c. it is probably a government survey

704

Group Activity: Fill In The Blanks

Directions: Each of the following answers belong in a blank in the survey below. Work as a group. Write each answer in the correct blank. It will help if you cross out each answer as you use it:

(714) 555-5555
(714) 555-5556
2553
47
5 years
92669
ABC Widget Co.
Avenue
B.
California
East Chapman
electronic assembler
Johnson
M
Mon., Wed., Fri.
Orange
part time
permanent
Robert
supervisor
yes

Name			**M**	**F**	
last	first	M.I.	circle one		age

Company	**Company Address**			
	street	city	state	zip

Job Title	**Full or Part Time?**	**Permanent or Temporary?**
Years at that Position	**Are you interested in training for another position?**	**What position would you be interested in?**

What days would you be available for training? **Circle all available days:** **Mon Tues Wed Thurs Fri Sat Sun**	**Phone Number** **daytime: ( ) -** **evenings: ( ) -**

Tips on Filling Out Forms

1. Look at the whole form.
   Which of the questions do you already know the answers to?

2. Answer the questions that you know the answers to.
   For now, skip the questions you do not know the answers to.

3. Look at the questions you left blank.
   What information do you need to answer those questions?

4. If there is a question that does not apply to you.
   Write N/A in the space.

   (For example: If the question asked "List the names of your children", but you do not have children, you would write N/A in the space.)

5. What else can you do if you don't know the answer?
   a. Ask if you can have some extra time to fill out the survey or form.
   b. Ask someone who might know the answer.
   c. Look up the answer in a book, dictionary, manual, etc.

Common Forms:
Filling Out A Social Security Number Application

A SOCIAL SECURITY NUMBER APPLICATION
Please type or print. Don't use pencil.

NAME TO BE SHOWN ON CARD — First | Middle | Last

FULL NAME AT BIRTH (IF OTHER THAN ABOVE) — First | Middle | Last

OTHER NAME(S) USED

MAILING ADDRESS

CITY | STATE | ZIP

CITIZENSHIP (Check one only)
- ☐ a. U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other

SEX
- ☐ Male
- ☐ Female

DATE OF BIRTH ▶ MONTH | DAY | YEAR | PRESENT AGE

PLACE OF BIRTH ▶ CITY | STATE OR FOREIGN COUNTRY

MOTHER'S NAME AT HER BIRTH — First | Middle | Last (her maiden name)

FATHER'S NAME — First | Middle | Last

a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes

b. Enter social security number | c. In what State did you apply? | What year?

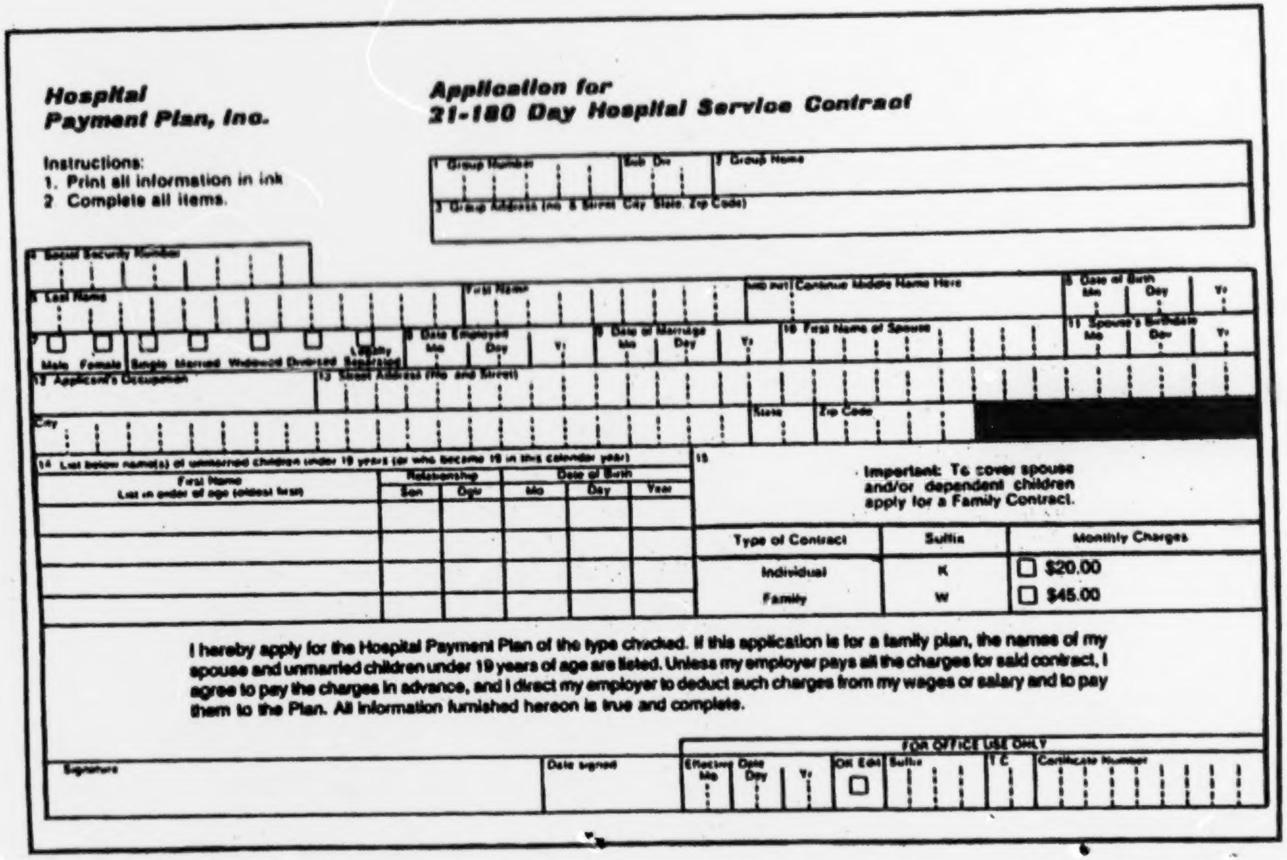
d. Enter the name shown on your most recent social security card

TODAY'S DATE ▶ MONTH | DAY | YEAR | Telephone number where we can reach you during the day ▶ HOME | OTHER

YOUR SIGNATURE

BEST COPY AVAILABLE

Common Forms: Hospital Form



Hospital Payment Plan, Inc.

Application for 21-180 Day Hospital Service Contract

Instructions:
1. Print all information in ink
2. Complete all items.

1 Group Number | Sub Div | 2 Group Name

3 Group Address (no. & Street City State Zip Code)

4 Social Security Number

5 Last Name | First Name | Continue Middle Name Here | 6 Date of Birth Mo Day Yr

7 ☐ Male ☐ Female | ☐ Single ☐ Married ☐ Widowed ☐ Divorced ☐ Legally Separated | 8 Date Employed Mo Day Yr | 9 Date of Marriage Mo Day Yr | 10 First Name of Spouse | 11 Spouse's Birthdate Mo Day Yr

12 Applicant's Occupation | 13 Street Address (No. and Street)

City | State | Zip Code

14 List below name(s) of unmarried children under 19 years (or who became 19 in this calendar year)

First Name List in order of age (oldest first)	Relationship		Date of Birth		
	Son	Dgtr	Mo	Day	Year

15 Important: To cover spouse and/or dependent children apply for a Family Contract.

Type of Contract	Suffix	Monthly Charges
Individual	K	☐ $20.00
Family	W	☐ $45.00

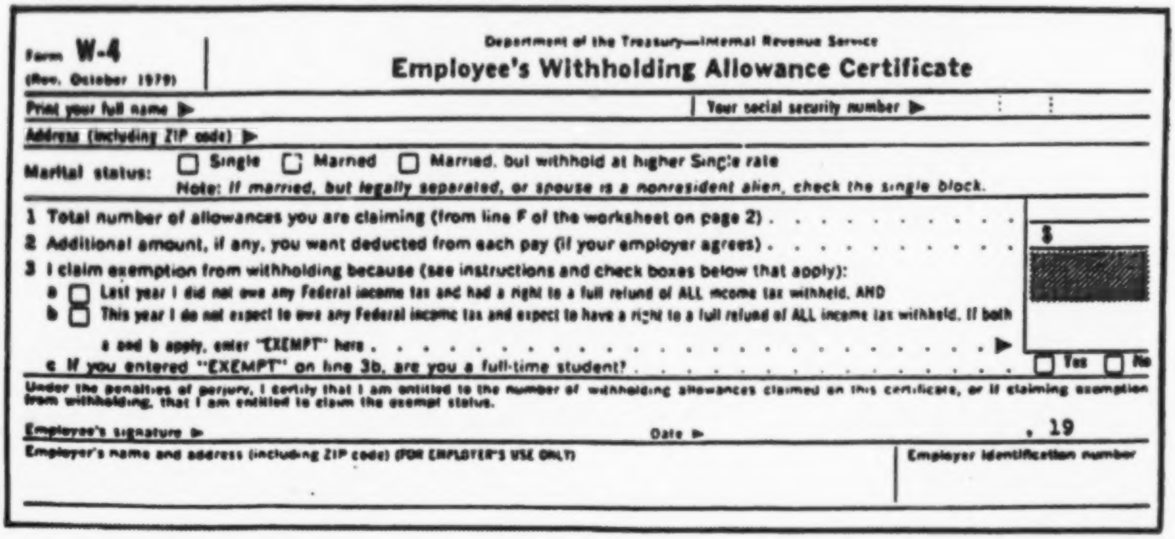
I hereby apply for the Hospital Payment Plan of the type checked. If this application is for a family plan, the names of my spouse and unmarried children under 19 years of age are listed. Unless my employer pays all the charges for said contract, I agree to pay the charges in advance, and I direct my employer to deduct such charges from my wages or salary and to pay them to the Plan. All information furnished hereon is true and complete.

Signature | Date signed

FOR OFFICE USE ONLY
Effective Date Mo Day Yr | OK Edit ☐ | Suffix | TC | Certificate Number

BEST COPY AVAILABLE

Common Forms: Employee's Withholding Allowance Certificate



Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶
Your social security number ▶
Address (including ZIP code) ▶

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

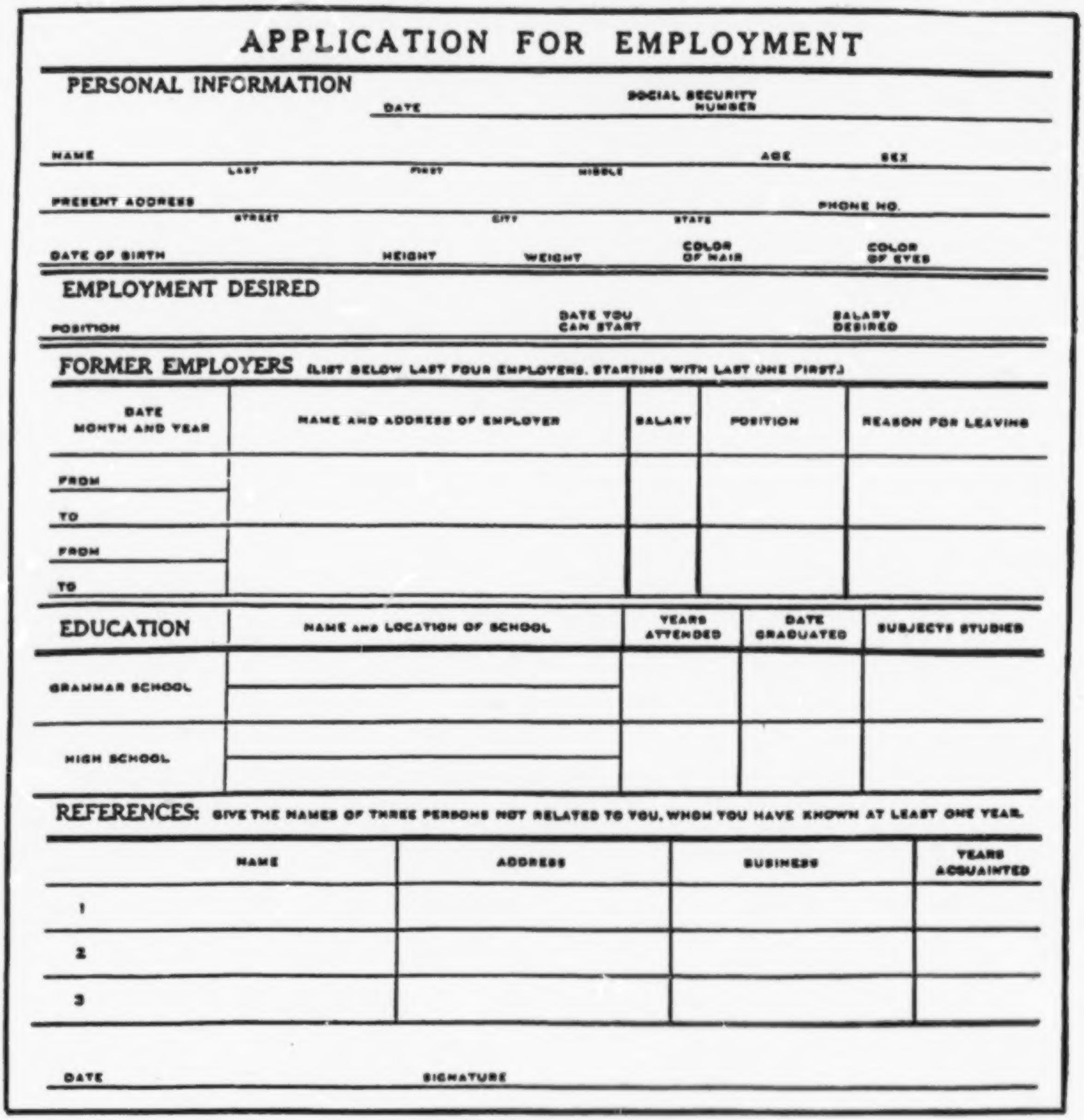
1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $
3 I claim exemption from withholding because (see instructions and check boxes below that apply):
- a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND
- b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶
- c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶
Date ▶ , 19

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY)
Employer identification number

Common Forms:
Application for Employment



APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE ____ SOCIAL SECURITY NUMBER ____

NAME ____ LAST ____ FIRST ____ MIDDLE ____ AGE ____ SEX ____

PRESENT ADDRESS ____ STREET ____ CITY ____ STATE ____ PHONE NO. ____

DATE OF BIRTH ____ HEIGHT ____ WEIGHT ____ COLOR OF HAIR ____ COLOR OF EYES ____

EMPLOYMENT DESIRED

POSITION ____ DATE YOU CAN START ____ SALARY DESIRED ____

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

DATE ____ SIGNATURE ____

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Common Forms:
Application for Employment

PERSONAL:

NAME ______________________ SOC. SEC. NO. ______________
ADDRESS ______________________ PHONE ______________

WORK EXPERIENCE:

NAME of company where you worked last ______________________
ADDRESS ______________________ (number, street, city, state, zip code)
WHEN you worked: Started __________ (month & year) Left __________ (month & year) (If still there, write present)
JOB TITLE ______________________ SUPERVISOR ______________
DUTIES ______________________ SALARY ______________
WHY YOU LEFT ______________________ (If still there, put a dash)

NAME of company where you worked before the one above ______________________
ADDRESS ______________________
WHEN you worked: Started: __________ (month, year) Left __________ (month, year)
JOB TITLE ______________________ SUPERVISOR ______________
DUTIES ______________________ SALARY ______________
WHY YOU LEFT ______________________

EDUCATION:

NAME of high school ______________________ CITY & STATE ______________
YEARS ATTENDED __________ WHEN (did you, will you) GRADUATE ______________
NAME of other school
(business, vocational, college) ______________________ CITY & STATE ______________
YEARS ATTENDED __________ SPECIAL SUBJECTS studied ______________

SPECIAL SKILLS: (Such skills as: Drive a car, type [what speed?], take steno, operate a Xerox machine, speak a second language)

REFERENCES: (Think of 3 people, not relatives, who know you well)

NAME ______________________ JOB TITLE ______________
ADDRESS ______________________ PHONE ______________
NAME ______________________ JOB TITLE ______________
ADDRESS ______________________ PHONE ______________
NAME ______________________ JOB TITLE ______________
ADDRESS ______________________ PHONE ______________

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Supervisor—Improving Basic Skills

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Supervisor Lesson 1
Putting Together a Supervisor Module

▼ Lesson Description

Here are some guidelines for putting together a supervisor module:

Activities

Determine how often the supervisors need to meet.

We usually recommend meeting two times: once at the beginning of the training or before it begins, and another after the training ends. In the case where the training will take place over a longer period of time (more than 6 - 8 weeks) you may want to recommend meeting more often. (For example an additional meeting in the middle of the training, or meeting every other week or every month.) The supervisor sessions typically last 60 minutes.

▼ Activities

First Supervisor Meeting:

The first meeting should include an introduction to the material being covered in the training. To start you can cover the objectives of the training and provide an overview of what is covered in each lesson. We also recommend you do an exercise on Return on Investment by trying to get the supervisors to determine the benefits of the training up front. Asking questions such as, "How will these skills help your employee's on the job?" and "What are the benefits of your employees having these skills?" are good starting points. If you decide to use ROI survey's this is a good time to distribute the supervisor ROI's. If it is practical you may want to have the supervisor's fill the survey's out in the meeting and give them back to you immediately. This is also a good time to find out what the supervisor's expectations of the training are. You may want to include a short activity from the training program that you feel best represents what the students will be experiencing in class. Two recommended activities are: Learning Styles exercise from lesson 12, Making Directions Easy to Understand from lesson 16.

It is also important to prepare the supervisors for participation by discussing their role in the training. *(Some examples of supervisor's training responsibilities might include: Filling out or providing forms, answering or asking questions, giving the employees the opportunity to use the new skills, etc).* In addition, the supervisors often appreciate copies of any handouts the students may receive in class so they can prepare for any questions they may receive from their employees.

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▼ *Activities*

Sample agenda of first supervisor meeting:

Activity	**Approximate Time Needed**
Introduction	5 minutes
Overview of training	10 minutes
Return on Investment	15 minutes
Activity from training	15 minutes
Role of supervisor in training	10 minutes
Conclusion	5 minutes

▼ Activities

Final Supervisor Meeting:

The purpose of the final supervisor meeting is to get feedback about the training; including what went well and what could be done differently the next time. This is a good time to see if you met their expectations and to get the supervisors to determine any return on investment on the training. (How will the skills have helped or will help the employees to do their job better?) You can also return the supervisor ROI's and have them fill out the final portion at this time.

In this meeting it is also important to review with the supervisors the importance of their role in supporting the use of the skills back at the workplace. This can include an activity on what the supervisor can do to encourage the employees to continue using the skills learned in class. If you have time you can include an activity from the training to emphasize an important point.

Sample agenda of first supervisor meeting:

Activity	**Approximate Time Needed**
Introduction	5 minutes
Feedback	10 minutes
Return on Investment of training	15 minutes
Activity from training	15 minutes
The Supervisor's Continuing Role in Training	15 minutes

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▼ *Activities*

Other Supervisor Meetings:

If you meet more than two times, you may decide to divide the material covered between the meetings. It is always helpful to get feedback on how things are going and what the supervisors would like to see done differently in the future. You may also choose an activity from the training to let the supervisors get a feel of what is happening in class.

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Supervisor Lesson 2
How To Write an ROI (Return on Investment) Survey

▼ Lesson Description

An ROI or Return on Investment survey is designed to show improvement on skills learned in training. It is often difficult to measure Return On Investment for "soft skills" such as ESL training, communications and interpersonal skills. The ROI survey is designed to capture perceptions and observations of training effectiveness from both the employees participating in the training and their supervisor or leads. Whenever possible, these skills targeted on the ROI Survey should be those that can be later quantified to demonstrate a dollar return for the training.

▼ Activities

1. The first step in writing a ROI survey is to talk to your client and find out what skills they want their employees to learn in training. Based on the objectives of the module and the results of your discussions with your client, you can write questions that will determine if the employee/supervisor/lead perceives the skills have been acquired. A scale from 1 - 5 is typically used for the answers with the highest number indicating total mastery of the skill. For example, an employee ROI question might be:

I understand directions the first time they are given to me.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

The supervisor ROI question would read as follows:

The employee understands directions the first time they are given.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

▼ Activities

2. The survey is usually given before or at the beginning of training and again when the training has been completed. It is also important to note that the employees may not use the skills learned in training immediately. Sometimes it takes weeks or even months until the skills are used. Therefore, it may be helpful to administer a third survey a few months after the training is complete.

3. The ROI survey is a tool that can help you show the return on investment on specific behaviors. It is important to note that the scores on the surveys sometimes go down between the first survey and the last. There are several reasons for this:

    a. The employee has more of an awareness of the skill and realizes that they don't do it as well as they previously thought.

    b. The employee is trying to relearn the skill. *(For example: they performed the skills incorrectly before, and they are now trying to change their behavior to perform the skill correctly.)*

    c. The employee did not understand the question and guessed the first time they answered. The second time they took the survey they understood the question and answered truthfully.

4. The ROI survey is an effective tool to measure perceived skill acquisition and is more effective when compared with observations of a supervisor and/or lead. By administering an ROI survey with each of the Winning at Work modules you can measure the effectiveness of your training program and identify its value to the company.

▼ Activities

Sample Employee ROI Questions

1. I can ask open ended questions when I don't understand what someone says.
2. I can restate what the speaker says to make sure I understand.
3. I know how to be specific when I give feedback to avoid misunderstandings.
4. I can make suggestions to improve my work processes.
5. I can identify the benefit whenever I make suggestions.
6. I can collect and verify important information before making a suggestion.
7. I try to reach a win-win resolution when I'm in a conflict.
8. I try to look at the other person's point of view when I'm in a conflict.
9. I respect others, even when I am angry.
10. I can understand directions the first time they are given to me.
11. I can ask questions for clarification when I do not understand the directions.
12. I can accurately explain directions to others.
13. I volunteer to participate on team projects.
14. I communicate with co-workers.
15. I adapt well to unexpected changes.
16. I identify problems that need to be solved.
17. I need things translated for me.
18. I know how to ask questions.
19. I know where to find information when I need to.
20. I feel comfortable solving problems at work.
21. I know how to use a problem solving process.
22. I consider everyone's ideas when I'm trying to solve a problem.

▼ Activities

Sample Supervisor ROI Questions

1. Employee can ask open ended questions when he/she does not understand what someone says.
2. Employee can restate what the speaker says to make sure he/she understand.
3. Employee knows how to be specific when giving feedback to avoid misunderstandings.
4. Employee can make suggestions to improve his/her work processes.
5. Employee can identify the benefit whenever he/she makes suggestions.
6. Employee can collect and verify important information before making a suggestion.
7. Employee tries to reach a win-win resolution when in a conflict.
8. Employee tries to look at the other person's point of view when in a conflict.
9. Employee respects others, even when he/she is angry.
10. Employee can understand directions the first time they are given.
11. Employee can ask questions for clarification when he/she does not understand the directions.
12. Employee can accurately explain directions to others.
13. Employee volunteers to participate on team projects.
14. Employee communicates with co-workers.
15. Employee adapts well to unexpected changes.
16. Employee identifies problems that need to be solved.
17. Employee needs things translated for him/her.
18. Employee knows how to ask questions.
19. Employee knows where to find information when he/she needs to.
20. Employee feels comfortable solving problems at work.

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